DOCUMENT RESUME

ED 136 614 FL 008 489

AUTHOR	Delisle, Gilles L.; Metallic, Manny L.
TITLE	Micmac Teaching Grammar. Preliminary Version.
INSTITUTION	Manitou Community Coll., La Macaza (Quebec).
SPONS AGENCY	Department of the Secretary of State, Ottawa (Ontario).
PUB DATE	76
NOTE	629p.
AVAILABLE FROM	Manitou Community College, La Macaza, Quebec, Canada ($17.50)
EDRS PRICE	MF-$1.16 HC-$34.15 Plus Postage.
DESCRIPTORS	Adult Students; *American Indian Languages; Consonants; *Grammar; Higher Education; *Instructional Materials; *Language Instruction; Language Patterns; Language Skills; Phonology; Reading Skills; *Second Language Learning; Speech Communication; Teaching Methods; *Textbooks; Transformation Generative Grammar; Uncommonly Taught Languages; Vowels; Writing Skills
IDENTIFIERS	*Micmac

ABSTRACT

This teaching grammar is designed primarily for university-level students, but may also be used for adult courses, high school classes, and in junior colleges. The text takes the transformational-generative approach to language, in which the notions of system, derivation, and relation are emphasized rather than categorization and classification. The materials are structured so that the student can infer the rules that constitute the system of the language. Sections on Micmac orthography and the reading and writing of Micmac precede the twenty lessons. Each lesson has basically the same format: (1) conversation, (2) introduction to the systematic variations of the new material, (3) conversation, (4) phrases to be used in class, (5) counting, (6) exercises, and (7) notes to the student, including grammatical and cultural information to be used for reference purposes. Guidelines for using the text are provided. A list of the contents of the tape recordings that accompany the text is also provided. (CLK)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED136614

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Delisle and Metallic

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

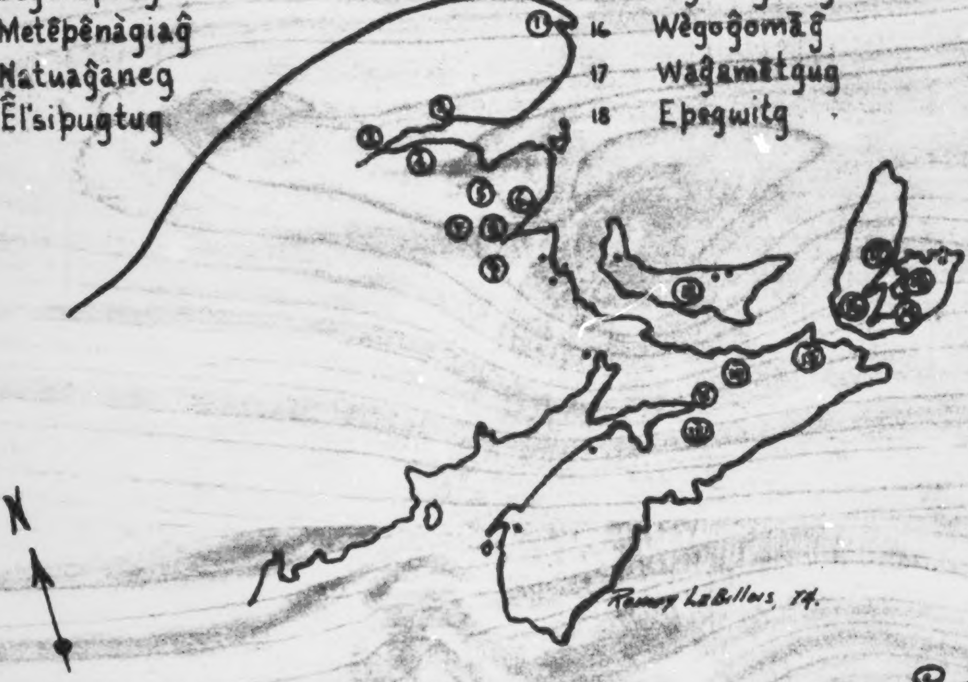
MICMAC TEACHING GRAMMAR

(Preliminary version)

1 Gespèg
2 Gesgapegiag̑
3 Listuguj
4 Oppiganjig
5 Nepisigwitg
6 Êsgênōpêtij
7 Metêpênàgiag̑
8 Natuag̑aneg
9 Êl'sipugtug
10 Pigtug
11 Gopegwitg
12 Sugapunègati
13 Pag̑têngeg
14 Putêloteg
15 Esgêsog̑onig
16 Wègog̑omāg̑
17 Wag̑amētgug
18 Epegwitg

EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL008489



Gilles L. Delisle
Manny L. Metallic

Manitou College

MICMAC TEACHING GRAMMAR

(Preliminary Version)

Gilles L. Delisle, Ph.D.
and
Emmanuel L. Metallic

Art Work by
Georgette O'Bomsawin

Cover by
Romeo LaBillois

Copyright © Gilles L. Delisle and Emmanuel L. Metallic, 1976

All rights reserved. No part of this book may be changed or reproduced in any form without permission in writing from the authors.

Copies of this publication and of the cassette tapes accompanying it are presently available from:

THE THUNDERBIRD PRESS
Manitou College
Ecowi
County Labelle
Québec, Canada
J0T 1C0

To our parents

and

To the old ways, rich
with the universal
health and sanity
of nature

ACKNOWLEDGEMENTS

We wish to thank the people who helped with the very early stages of this text, in particular Roderick Googoo, John Paul, Gabriel Paul, Gerard Johnson, and Ronald Julian. We also wish to thank the many linguists who helped us gain insight into Micmac, especially Don DeBlois who has always been a stimulating source of information on this language. Furthermore, we wish to thank the many typists who have worked on this text, and in particular Mrs. Marielle Giguère who typed the final copy. Finally, we wish to thank Georgette O'Bomsawin for her imaginative artwork which adds a dimension of humour and lightness to the lessons.

This work was supported by Manitou Community College and by a 1974 grant from the Secretary of State's Office, Ottawa, Canada.

TABLE OF CONTENTS

Table of Contents ---------------------------------- i-xii

Introduction -- 1.
  Background -- 1.
  Acquisition Theory ------------------------------- 3.
  Goals --- 8.
  Training -- 9.

Using the Teaching Grammar ------------------------- 11.-16.

The Micmac Orthography ----------------------------- (1)-(23)

Reading and Writing -------------------------------- 1

Lesson 1

1 C-1 How are you? ---------------------------- 7
M-Variants, 1 M-1, 2, 3, 4, 5 ------------------ 8
1 C-2 How are you? ---------------------------- 10
Phrases to use in Class ------------------------ 10
1 E-1 Negative transformation ----------------- 11
1 E-2 Time statements ------------------------- 12
1 E-3 Questions and pronouns ------------------ 13
1 E-4 Pronouns negated ------------------------ 14
1 E-5 Verbs negated --------------------------- 14
1 E-6, 7, 8, 9 Questions and assignments ------ 15

Note to the Student ---------------------------- 19
1- Neutralization in the third person pronoun - 19
2- Free and Bound pronouns -------------------- 19
3- Verb Classes and Noun and Verb Negation ---- 20
4- Demonstrative ala ------------------------- 23

Lesson 2

2 C-1 Where are you going? -------------------- 24
M-Variants, 2 M-1, 2, 3, 4, 5, 6 --------------- 25
2 C-2 How are you? ---------------------------- 26
Phrases to use in Class ------------------------ 27
Counting --------------------------------------- 27
2 E-1 Negation and Pronouns ------------------- 28
2 E-2 Question and Affirmation ---------------- 28
2 E-3 Pronouns and Numbers -------------------- 29
2 E-4 Numbers: first, second, etc. ----------- 30
2 E-5 Days of the week ------------------------ 32
2 E-6, 7, 8, 9 Questions and assignments ------ 33

Lesson 2 (Cont'd)

Note to the Student ---------------------------- 35
- 1- Borrowed Terms ---------------------------- 35
- 2- Verb Classes, Pronoun, Negation, g-t alternation -------------------------- 35
- 3- The Verbalizer -ema- ---------------------- 38
- 4- The Comparing Technique ------------------ 38

Lesson 3

3 C-1 Who's that? ---------------------------- 41
M-Variants, 3 M-1, 2, 3, 4, 5, 6 -------------- 42
3 C-2 How are you? --------------------------- 44
Phrases to use in Class ----------------------- 45
Counting -------------------------------------- 45
3 E-1 Negation and g-t alternation ----------- 45
3 E-2 Noun negation -------------------------- 46
3 E-3 dual, plural, possession --------------- 47
3 E-4 dual, plural --------------------------- 48
3 E-5 Twelve months in Micmac ---------------- 48
3 E-6, 7, 8 Questions and assignments -------- 50

Note to the Student --------------------------- 52
- 1- Comparing Technique ---------------------- 52
- 2- Singular, dual, plural ------------------- 53
- 4- The thirteen-month system of Micmac ------- 54
  - Micmac Calendar -------------------------- 56
  - Gisègewigùsgw (first month of Micmac year)- 57

Lesson 4

4 C-1 What's for supper? --------------------- 58
M-Variants, 4 M-1, 2, 3, 4 -------------------- 59
4 C-2 Where are you (plur) going? ------------ 60
Phrases to use in Class ----------------------- 61
Telling Time ---------------------------------- 61
The Micmac Day: time periods ------------------ 62
4 E-1 Meals and foods ------------------------ 62
4 E-2 Negative -tênug and time statements ---- 63
4 E-3 Hourly time ---------------------------- 64
4 E-4 Intensifiers and edible animals used with the 1st and 2nd persons ----------- 66
4 E-5 Similar to 4 E-4 with the 3rd person --- 66
4 E-6 The day's menu ------------------------- 67
4 E-7, 8, 9 Questions and assignments -------- 68

Note to the Student --------------------------- 70
- 1- French association, wenji- --------------- 70
- 2- Borrowed names, French and English -------- 71
- 3- Gender: animate, inanimate and plural formation ------------------------------- 72
- 4- Rice: the laughing food ------------------ 74

Lesson 5 (Review)

5 C-1 How are you, Peter? ---------- 75
5 C-2 Where are they going? ---------- 76
5 C-3 Who's that over there? ---------- 76
5 C-4 What are we eating tonight? ---------- 77
5 E-1, 2, 3, 4, 5, 6 Review exercises and assignments ---------- 78
5 E-7 Picture Stories ---------- 80
5 E-8 Story and questions ---------- 81
Glooscap Country: film ---------- 82

Lesson 6

6 C-1 What's your name? ---------- 83
M-Variants, 6 M-1, 2, 3, 4, 5, 6 ---------- 84
6 C-2 What are your (dual) names? ---------- 86
6 C-3 What's his name? ---------- 87
Phrases to use in Class ---------- 87
Counting ---------- 87
6 E-1 Interrogation and Pronouns (dual, plur, inc, exc.) ---------- 88
6 E-2 Occupations ---------- 89
6 E-3 Pronouns (dual, plur, inc, exc.) and tal-, tel- ---------- 90
6 E-4, 5 Questions and assignments ---------- 91
6 E-6 Naji- as a preverb ---------- 91
6 E-7 Pronouns (dual, plur, inc, exc.) ---------- 93
6 E-8, 9, 10, 11 Questions and assignments ---------- 93
6 E-12 Story and questions ---------- 94

Note to the Student ---------- 96
1- 'We' inclusive and exclusive, free and bound personal pronouns, inanimate pronoun: na, pronoun in paradigms: affirmative and negative ---------- 97
2- Possession: pronoun prefix and suffix ---------- 99
3- Verbalizer -wègey ---------- 100
4- Progressive, past, future, preverbs as verbal compounds ---------- 100
5- Tal-, tel- alternation ---------- 101
6- singular, dual, plural ---------- 102

Lesson 7

7 C-1 Where are you fishing for oysters? ---------- 104
M-Variants, 7 M-1, 2, 3, 4, 5, 6 ---------- 104
7 C-2 What's your name? ---------- 106
Phrases to use in Class ---------- 107
Counting ---------- 107

Lesson 7 (Cont'd)

7 E-1 Past tense and place names 107
7 E-2 The past interrogative with -s 108
7 E-3 Past and present tenses 109
7 E-4 The intensifier màmun- 109
7 E-5 Past tense and locatives 110
7 E-6 Degrees of intensification 111
7 E-7, 8, 9 Questions and assignments 111
7 E-10 Story and questions 112

Note to the Student 113
1- The progressive etêli- 113
2- Interrogation and affirmation, past, present 113
3- The past tense 114
4- Adjectives as verbs and as affixes 115

Lesson 8

8 C-1 Where have you been? 119
M-Variants, 8 M-1, 2, 3, 4 120
8 C-2 Who's that over there? 121
Phrases to use in Class 122
Counting 122
8 E-1 Dual and plural pronouns, animals 123
8 E-2 Plural pronouns and animal items 123
8 E-3 Age and numbers 124
8 E-4 Plural nouns, numbers, and animals 124
8 E-5 Animate plural nouns, numbers, and animals 125
8 E-6 Inanimate plural nouns and numbers 126
8 E-7 Animate, inanimate, singular, plural 126
8 E-8 Questions in Micmac 128
8 E-9 Story and questions 128
8 E-10 Conversation variation 129

Note to the Student 130
1- Two words for "rabbit" 130
2- The verbalizer -ewègey 130
3- Animacy and number: classification and formation 130
4- Agreement, animate and inanimate 134

Lesson 9

9 C-1 How are you? 138
M-Variants, 9 M-1, 2, 3, 4, 5, 6 139
9 C-2 How are you? 141
A Dialogue you want to Learn 141

Lesson 9 (Cont'd)

9 E-1 The preverb ap- or api- ---------------- 142
9 E-2 Generic plurals ----------------------- 143
9 E-3 Numerals and agreement ---------------- 143
9 E-4 Negation and dual, plural possessives - 144
9 E-5 Past tense and negation --------------- 145
9 E-6 Possessive plurals -------------------- 147
9 E-7 The diminutive -jìj and lexicalization- 148
9 E-8 The obviative ------------------------- 150
9 E-9 Questions in Micmac ------------------- 151
9 E-10 Story and questions ------------------ 152
9 E-11 Conversation variation --------------- 153

Note to the Student -------------------------- 154
1- Predicting the g-t alternation on the basis of verb stems ---------------------- 154
2- Labialization as a dialectal variation --- 157
3- Possessive pronouns and predictable alternations; possessed nouns ------------ 157
4- The obviative and its environment -------- 162

Lesson 10 (Review)

10 C-1 What are your(dual) names? ------------ 166
10 C-2 Where were you (dual) fishing for cod yesterday? ------------------------ 167
10 C-3 Where have you (dual) been? -----------
10 C-4 Where have you (dual) been?(numbers)--- 168
10 E-1, 2, 3, 4, 5 Review exercises and assignments -------------------------- 168
10 E-6 Picture Stories ----------------------- 170
10 E-7 Story and questions ------------------- 171
10 E-8 Letter to Restigouche and questions---- 173
10 E-9 Letter to Eskasoni and questions ------ 174
10 E-10 Starting to play Micmac Scrabble ----- 176
Drawing introducing Glooscap and Creation ----- 177a
Glooscap, the Great Chief --------------------- 177b
Questions on Glooscap ------------------------- 179

Lesson 11

11 C-1 Your shirt is nice -------------------- 180
M-Variants, 11 M-1, 2, 3, 4, 5 ---------------- 181
11 C-2 Tell me, where does Anthony (little) live? -------------------------------- 183
A Dialogue on Directions ---------------------- 183
A Dialogue you want to Learn ------------------ 184

Lesson 11 (Cont'd)

11 E-1 Items of clothing, animate singular-plural ---------------------------------- 184
11 E-2 Items of clothing, inanimate singular plural ---------------------------------- 185
11 E-3 Singular possessive pronouns, animate singular-plural objects ---------------- 186
11 E-4 Plural possessive pronouns, animate singular-plural objects ---------------- 188
11 E-5 Possessed nouns, kinship terms --------- 189
11 E-6 Possessed nouns, body parts ------------ 190
11 E-7 Color terms, animate and inanimate objects -------------------------------- 192
11 E-8 Color gradation, animate and inanimate objects -------------------------------- 193
11 E-9 Questions in Micmac ------------------- 194
11 E-10, 11 Questions and Conversation variation ------------------------------- 195
11 E-12 Story and questions ------------------ 195

Note to the Student --------------------------- 197
1- Color formation and gradation -------------- 197
2- Possessive pronouns with singular, plural, animate, inanimate nouns; plural possessives with possessed nouns ---------------------- 198
Glooscap, the Great Chief - Part 1 ------------ 202
Questions on Glooscap ------------------------ 209

Lesson 12

12 C-1 Who's that man (pointing)? ------------ 211
M-Variants, 12 M-1, 2, 3, 4, 5, 6, 7 ---------- 211
12 C-2 How are you, Helen? ------------------- 213
Another Dialogue on Directions ---------------- 214
A Dialogue you want to Learn ------------------ 214
12 E-1 Wh- questions and age-group divisions -- 215
12 E-2 Possessive Pronouns and Kinship Terms -- 216
12 E-3 Possessives and body parts, possessed nouns ---------------------------------- 217
12 E-4 Demonstratives, singular and plural ---- 219
12 E-5 Comparative, superlative; adjectival verbs ---------------------- 220
12 E-6 Definiteness and obviation ------------- 221
12 E-7 Questions in Micmac ------------------- 222
12 E-8, 9 Questions and Conversation variation ------------------------------- 223
12 E-10 Story and questions ------------------ 223

Lesson 12 (Cont'd)

Note to the Student 226
1- Locative verb and locative suffix 226
2- Demonstratives: singular, plural, animate and inanimate 226
3- The notion of definiteness 227
4- Relativization and tàn clauses 227
Glooscap, the Great Chief - Part 2 230
Questions on Glooscap 234

Lesson 13

13 C-1 Would you like to dance? 235
M-Variants, 13 M-1, 2, 3, 4 236
13 C-2 How are you? I haven't seen you for some time 238
A Dialogue on Tree Names 239
A Dialogue you want to Learn 240
13 E-1 Present indicative verbs 240
13 E-2 The subjunctive and the conditional 241
13 E-3 The imperative 243
13 E-4, 5 Clothing and color terms 244
13 E-6 Tree names and colors 246
13 E-7 Questions in Micmac 247
13 E-8 Story and questions 247
13 E-9, 10 Questions and conversation variation 249

Note to the Student 250
1- The preverb ali- 250
2- Word building with -api 250
3- Trees: names and uses 251
4- The notion of mode, aspect, and tense 253
5- Aspect 253
6- Modes 254
Glooscap, the Great Chief - Part 3 257
Questions on Glooscap 262

Lesson 14

14 C-1 What are you doing after the dance? 264
M-Variants, 14 M-1, 2, 3, 4 265
14 C-2 Are you going to the baseball game on Sunday afternoon? 267
A Dialogue on Winds, Seasons, and Directions 268
A Dialogue you want to Learn 269

Lesson 14 (Cont'd)

14 E-1 Introducing preverbs and aspect -------- 270
14 E-2 Locating, positioning, and distancing - 271
14 E-3 Terms for carpentry tools with locatives -------------------------------- 273
14 E-4 Carpentry terms in the plural --------- 275
14 E-5 Questions in Micmac ------------------- 277
14 E-6 Story and questions ------------------- 277
14 E-7, 8 Questions and conversation variation ---------------------------- 279

Note to the Student -------------------------- 281
1- Complex sentences, surface bracketing ----- 281
2- Aspect and preverbs as derived verbs ------ 283
3- Copula, na interposition ------------------ 287
4- Relative clause embedding ----------------- 288
Glooscap, the Great Chief -------------------- 290
Questions on Glooscap ------------------------ 296

Lesson 15 (Review)

15 C-1 How are you (dual)? ------------------- 297
15 C-2 Hello. I'm John and my wife is Margaret. We're from Eskasoni. Can you tell us how to get to Restigouche? We're going there for a wedding ------- 298
15 C-3 Hello. I'm Jean-Baptiste. I'm thinking about building a house soon. I want to know what kind of wood I'll need ------ 299
15 C-4 Hello, Micmac Weather Bureau ---------- 299
15 E-1, 2, 3, 4 Review exercises and assignments --------------------------- 301
15 E-5 Picture stories ---------------------- 302
15 E-6 Scrabble Tournament ------------------ 303
15 E-7 Questions in Micmac ------------------ 303
Rabbit, the Matchmaker (Drawing) -------------- 305a
Animal Characters in Glooscap ----------------- 305b
Questions on Animal Characters ---------------- 314

Lesson 16

16 C-1 Hello Andrew. How are you? I haven't seen you in a long time. Where are you coming from? ------------ 315
M-Variants, 16 M-1, 2, 3, 4 ------------------ 316
16 C-2 How are you John? How long have you been here? ---------------------------- 318
16 C-3 Patrick, let me know if you see anything ------------------------------ 319

Lesson 16 (Cont'd)

Birds 320
16 E-1 Immediate past, birds, and colors 321
16 E-2 Unspecified past, birds, and colors 324
16 E-3 Imperative, negative future, first person on indicative 326
16 E-4 Imperatives 328
16 E-5 Questions in Micmac 329
16 E-6, 7 Questions and conversation 329
16 E-8 Pregnancy and birth (major ceremonial events, part 1) 329
Questions on Pregnancy and birth 332

Note to the Student 333
1- The immediate past and the unspecified past 333
2- Imperatives 339
3- Stem-changing verbs 341
Rabbit, the Matchmaker (part 1) 343
Questions on Rabbit, the Matchmaker 350

Lesson 17

17 C-1 Do you take sugar in your tea? 351
M-Variants, 17 M-1, 2, 3, 4 352
17 C-2 OKay then, tell me more about fishing through the ice 354
17 C-3 Now then, today you're learning how to make Indian bread 354
Water Dwellers 355
17 E-1 Future tense and naji- 357
17 E-2 Noun contrasting: morpheme and intonation 360
17 E-3 The contrastive with verbs 361
17 E-4 Future and because clauses 362
17 E-5 Infinitives and naji- 363
17 E-6 Complement infinitives, complex sentences 364
17 E-7 Gisi- with complement infinitives 365
17 E-8, 9 Questions and conversation 366
17 E-10 Questions in Micmac 366
17 E-11 Adolescence, puberty, and youth (major ceremonial events, part 2) 367
Questions on adolescence, puberty, and youth 369

Note to the Student 371
1- Colloquial ya! no! 371
2- Bound verbs and verb compounding 371
3- The contrastive form: Intonation and morpheme 372

Lesson 17 (Cont'd)

- 4- Future tense: unspecified and immediate 375
- 5- Because clauses (oĝo clauses) 377
- 6- The instrumental: homophony with the locative 378
- 7- Complement sentences, complex sentences, subjunctive, affirmative and negative complement infinitive 380
- Rabbit, the Matchmaker (part 2) 384
- Questions on Rabbit, the Matchmaker 389

Lesson 18

- 18 C-1 It's nice to think there's another summer of softball coming 390
- M-Variants, 18 M-1, 2, 3, 4 392
- 18 C-2 Who's brave enough to swim across that lake with me? 393
- 18 C-3 Where are we going first? 394
- 18 E-1 Degrees of comparison 398
- 18 E-2 The existential and the locative 400
- 18 E-3 Indicative, simple infinitive, complement infinitive 401
- 18 E-4 Benefactives 402
- 18 E-5 Coordination and constraints 404
- 18 E-6 Questions in Micmac 405
- 18 E-7, 8 Questions and conversation 406
- 18 E-9 Pre-marital adulthood, courtship, and marriage (major ceremonial events, part 3) 406
- Questions on Pre-marital adulthood, courtship, and marriage 414

- Note to the Student 416
- 1- The locative and existential verb eym 416
- 2- The simple infinitive in contrast with the complement infinitive 416
- 3- Benefactives and combined pronouns 417
- 4- Coordination and constraints 420
- Rabbit, the Matchmaker (part 3) 424
- Questions on Rabbit, the Matchmaker 431

Lesson 19

- 19 C-1 Hello. Come in. How is everybody? I trust no one is sick 432
- M-Variants, 19 M-1, 3, 3, 4 434

Lesson 19 (Cont'd)

19 C-2 Hello. Are you there grandfather? It's me, Joseph. Open the door! ------ 436
19 C-3 Good morning, kids. How are you all today? ------------------------------- 438
19 E-1 The conditional, terms for illnesses -- 440
19 E-2 The conditional, stem-changes --------- 442
19 E-3 Forming the reflexive ---------------- 443
19 E-4 The imperative, stem-changes, the negative imperative ------------------- 445
19 E-5 Transitive verbs and negation --------- 447
19 E-6 The negated reflexive, the conditional with tag questions ------------------- 448
19 E-7 Transitive verbs with singular animate objects ---------------------------- 450
19 E-8 Transitive verbs with plural subjects and objects ------------------------ 452
19 E-9 Direct and indirect objects ----------- 454
19 E-10 Passive constructions ---------------- 456
19 E-11, 12 Questions and conversation ------- 457
19 E-13 A picture story --------------------- 458
19 E-14 Questions in Micmac ------------------ 458
19 E-15 Old-age, death, and burial (major ceremonial events, part 4) ----------- 459
Questions on Old-age, death, and burial ------- 466

Note to the Student -------------------------- 468
1- The conditional mode, stem-changes -------- 468
2- The imperative and stem-changing ---------- 471
3- Transitive verbs and combined pronouns ---- 473
Table 1: Transitive combined endings --------- 477
Table 2: Reflexives and reciprocals ---------- 479
4- Relating transitive animate and inanimate stems, dictionary entries, relating transitive and intransitive stems --------- 484
5- Passivization as a position-switching operation ------------------------------ 488
Rabbit, the Matchmaker (part 4) --------------- 492
Questions on Rabbit, the Matchmaker ----------- 496

Lesson 20

I- Medicine, Remedies, and Sweat Lodge ------- 497
Questions on story I- ------------------------ 504
Picture Stories ------------------------------ 505
II- Feasts and Games ------------------------ 506
Questions on story II- ----------------------- 511
Picture Stories ------------------------------ 512

Lesson 20 (Cont'd)
III- Micmac Districts (presented in a constrained dual-language approach) ------- 513-520
A listing of the districts ---------------- 515

Created Words -- 521

Loan Words --- 523

Names in Micmac -------------------------------------- 527

Micmac Scrabble -------------------------------------- 531

Verbs -- 540
Intransitive verbs ---------------------------- 540
Transitive verbs ------------------------------ 555

Bibliography --- 564

Index ------ -- 565-571

Tape Contents-- 572

INTRODUCTION

Background

Micmac is an Eastern Algonquian language spoken in the Maritimes and in the Gaspé region of Québec. The dialect described in this text is that spoken in Restigouche, Québec, and, in particular, that spoken by Manny Metallic. Since there exists considerable dialectal variation among reserves in Micmac country, a few adjustments may have to be made to facilitate the use of this text in surrounding areas. Such adjustments should be relatively easy since we have included many alternative dialectal forms, especially those found in Nova Scotia.

This text was developed over a period of approximately three years. The first of those three years was for me an introduction to Nova Scotia Micmac as it is spoken by young people in their twenties at Eskasoni. The following year, I joined forces with Manny Metallic, from Restigouche, and together we produced this teaching grammar. Our intent was not only to be instrumental in the preservation of the Micmac language but to make the major linguistic structures of the language as well as the general culture and heritage of the Micmac people available for study at the adult level. This text, although primarily intended for university level students, can be used for adult courses in communities, in high schools, and in junior colleges. Unfortunately, since the text was developed in an isolated setting and under restrictive circumstances, it was limitedly tested at the CEGEP level and with a very small group of students. Furthermore, given these and other restrictions, we were only able to test the first ten lessons. It is therefore clear that the text will have to undergo further revisions.

Deciding on what orthography to use in this text was a major problem. When we embarked on this project, the orthography question was already undergoing heated discussion. Regular meetings were being held for the purpose of agreeing on a common Micmac orthography for all of Micmac land. These meetings started approximately four years ago, in 1972, and an agreement is still not in the offing.

The orthography which is used in this text could be described as being modernized traditional. It is clearly an outgrowth of Father Pacifique's writing system but with sufficient modifications to make it into a consistent and useable system. The system is consistent in that all systematic phonemic contrasts are given one and only one underlying representation. The actual orthographic representation is then derived by rule from the underlying representation. The linguistic arguments involved in arriving at such a system are complex and probably meaningful only to someone with considerable linguistic training. However. given the existing controversy over the question of orthography, it was felt that the linguistic basis for using the present system should be presented as a part of this language text. Consequently. you will find a section entitled: The Micmac Orthography.

Many factors other than those purely of a linguistic nature were considered in the selection of an orthography for use in this text Factors such as ease of typing, cost of reproduction, ease of learning for non-speakers, previously used orthographies, and resemblance to other Algonquian alphabets were all taken into consideration. These factors were discused at length at the orthography meetings and were of considerable influence in our selection of an orthography. At a more local level, and this is a factor that could not be overlooked in our case, we found that since approximately 1970, Restigouche had been experimenting with various writing systems. Those native people from Restigouche who were involved in writing Micmac had informally settled on a system very close to what we are using in this text.

Acquisition Theory

The approach to the preparing of these pedagogical materials for Micmac is based on a transformational-generative view of language. This implies that the linguist views the learning of a language as the process whereby a set of rules and linguistic forms are abstracted by the learner or by the learner's language acquisition device, thereby enabling him to recognize and generate an infinite number of grammatical forms and sentences within that language The attempt has been to structure the materials of this text in such a way as to enable the learner to infer (i.e. hypothesize or abstract) the rules that constitute the system of the language. The text therefore emphasizes the notions of system, derivation, and relation rather than those of categorization and classification.

The materials of this text are divided into units, units into lessons, and lessons into parts each differing in nature. Each lesson can be viewed as being a hypothesis about the organization and structure of a set of subhypothesis used in the teaching of language. The hypothesis is that, by presenting the student with a lesson (various organized learning structures), he will abstract the necessary rules allowing him not only to give back the data of that lesson but also to understand and generate new and newly organized data derived from the structures that he has acquired. Such a hypothesis is therefore testable in terms of predictions it makes The subhypotheses are specific assumptions as to what constitutes a learning structure within the framework of that lesson. That is, each part of a lesson (C's M's, E's, etc.) is designed to present the student with cultural-linguistic information in a manner enabling him to place such information within a total system. This, it is assumed, will not only allow him to understand or reproduce the information that he has acquired, but also to understand and generate new information that is related by virtue of the system. Such a hypothesis is therefore also testable on the basis of the predictions that it makes. *

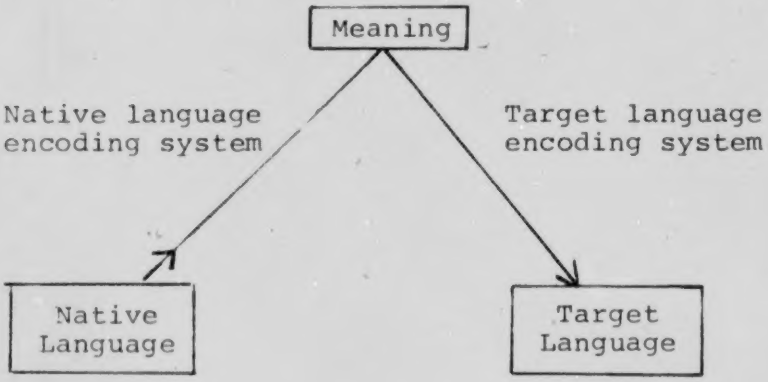
---

* The actual testing of such hypothesis is unfortunately very difficult in a normal classroom situation. Many variables, often not directly observable, or controlable, can intervene such as, for example, mood, physical and mental health, motivation, etc.

Since the assumption is that language is a system that is inferred both subconsciously and consciously by the language learner, the task of the linguist is to structure a language text which will bring this about as effectively as possible. This is attempted by the various learning structures of each lesson: the C's, the M's, the E's, etc. The conversations (C-1, C-2) are acquired in a rote fashion very similar to that encountered in behavioristic language courses. These conversations or dialogues provide the basis for what follows in each lesson. That is, the remainder of each lesson is based on inferrence learning and is cognitive in nature. The M-variants take the material learned in the conversations and by means of juxtaposition and contrast lead the student to infer some of its structures. The exercises continue this process of structure inferrence by means of transformational and substitutional exercises based on the same (or similar) material. These exercises force the student to PREDICT new language forms on the basis of patterns given at the beginning of each exercise and therefore to infer the system underlying the patterns. If the pattern changes or is irregular, then that change is given. In this way, false predictions, erroneous classification, etc. are precluded. The last of the exercises, the questions, the story, the student conversation, give more breadth to the lesson and consequently allow for a greater chance of error (false inferrences and consequently false predictions). The student's response to these assignments therefore serves as a test of the effectiveness of the materials in teaching the system of the language. These exercises also force the student into a less regulated and more imaginative pattern of creativity. They should be used by the teacher to bring the students to a comfortable usage of the structures and vocabulary of that lesson.

The last section in each lesson is the Note to the Student. This provides information on the language and culture being studied and, although useful as an aid to doing the exercises, its main purpose is to teach ABOUT the language rather than teach the language itself. The Note to the Student also serves as a non-extensive reference grammar within the framework of a teaching grammar.

The use of English in this text may come as a surprise given the many behavioristically oriented language texts presently in use. The assumption in this text is that language is a code for giving meaning by a verbal representation. The purpose of English is therefore to signal meaning. That meaning is then re-encoded in the target language. This may be represented diagramatically as follows:


Meaning
Native language encoding system
Target language encoding system
Native Language
Target Language

The task in teaching a second language is therefore to create a second language encoding system that will give new representation to meaning.

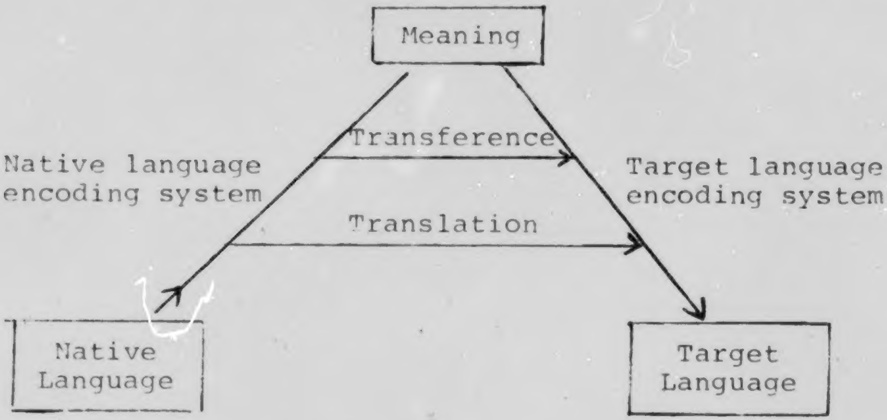
There is evidence suggesting that transference (imposing Code 1 structures on Code 2) and translation[*] (transforming Code 1 structures into Code 2 structures)

---

[*] This term is used by Gilles Bibeau in Hypothèse psycholinguistique sur l'apprentissage d'une langue étrangère, to appear in Rondeau, G., G. Bibeau, G. Gagné et G. Taggart, (ed.) Vingt cinq ans de linguistique

(cont'd on next page)

are also at work in second language acquisition. These operations either become very efficient and unnoticeable or they entirely disappear once the state of fluency is achieved in the target language. Diagram 1- may therefore now be modified as follows:


Meaning
Transference
Native language encoding system
Target language encoding system
Translation
Native Language
Target Language

It is assumed in this text that second language learning not only takes place by non-interference encoding (diagram 1-), but also by interference encoding where structures which are language-specific (non-universal) are transferred from the native language to the target language. When the structures are alike in both languages, the interference is positive; when they are different, the interference is negative. In addition, it is assumed that translation from one set of structures (Code 1) into another set of structures (Code 2) is also a process of language learning and is operative at least in the pre-fluency stages of second language acquisition. Given the assumption that these learning processes are operative, it then becomes clear that the native language, in this case English, plays an important role in second language teaching.

* (cont'd)
au Canada: hommage à Jean-Paul Vinay, Montreal, Centre éducatif et culturel Inc.

The materials of this text are also based on what could be called the assumption of context. It is assumed that language learning takes place most effectively within the context of a reality-oriented dialogue. Most of the materials, including the exercises, are therefore arranged in such a way as to be practised in a dialogue situation. Furthermore, a context of reality is maintained since only feasible question-answer sequences are used. This greatly facilitates the teacher's work since he does not have to tax his students' imagination with improbable and artificial situations. Rather, student imagination is directed towards creative use of the language.

Goals

A striking fact characteristic of today's native situation is the paucity of materials available for the teaching of native language and culture. This situation led to the writing of the present teaching grammar and the goals that it attempts to achieve.

This Micmac teaching grammar attempts to do the following: (1) Develop a format that can be easily used by minimally trained teachers and, if need be, by a student working with the text and accompanying tapes and occasionally with a native speaker with whom he can practise the language. Should such a format prove effective, it could then be applied to other similar language situations. (2) Develop a teaching grammar that will, to some extent, also serve as reference grammar until such a time as a detailed reference grammar is written. (3) Include within the context of the language as much as is possible, of past and present Micmac culture. The text will therefore also serve to familiarize the student with the cultural heritage of the Micmacs. (4) To teach the student basic scientific procedure by means of language study. This should not be equated purely with empiricism but should include hypothesis and theory construction and verification. The fact that the emphasis of this text is systemic and relational rather than purely categorical will make this task easier.

Training

The use of a text such as this one by a Native community demands a certain level of professionalism on the part of the Native teacher. It is therefore as important to train a Native-speaker to assure the use of a language text as it is to produce the text itself. It has too often happened that pedagogical grammars for Native languages receive very little use and consequently do not fulfill the goals for which they were developed. In such cases the gap between the professional who has structured and developed the text and the community who is to make use of it has never been bridged. The professional himself can be instrumental in closing that gap by training a native speaker who will demonstrate and explain the uses and applications of the text and therefore remove the dependency that the community has on the professional. Even greater independence can be achieved if it is possible to give basic linguistic training to the native trainee thereby placing him in a position to understand and explain linguistic decisions concerning his own language. This is fortunately the case with Manny Metallic, the Micmac co-author of this text. He has acquired sufficient linguistic sophistication in working on Micmac to understand and defend basic linguistic arguments and to apply elementary methods of verification to his findings. He is therefore in the position of not only being able to continue working with the text and of providing language related explanations to his community but also of analyzing new data as well as developing new materials by himself. It is at this point that linguistic self-determination can become a realizable goal for a native community.

Gilles L. Delisle, Ph.D.

USING THE TEACHING GRAMMAR

This text contains an introduction to Reading and Writing Micmac plus twenty lessons which are basically organized as follows. We say "basically" since the lesson-outline given here is representative of the very first lessons. Additions to this basic outline are made and explained after each unit (lessons 5, 10, 15) as the text increases in complexity.

1. Introductory Conversation (C-1): This introduces new material in dialogue form in a culturally acceptable, if not typical, situation.
2. Modifications (M-variants): They introduce systematic variations of the new materials (C-1).
3. Expanded Conversation (C-2): This is a conversation based on C-1 and the M-variants. It often introduces materials to be practised in the exercises.
4. Phrases to Use in Class: These are phrases which should be memorized and used by both the student and the teacher in class. They are essential to attain the goal of functioning entirely in Micmac.
5. Counting: This short section introduces sequential numbers and is to be learned by rote.
6. Exercises (E-1, 2...): They reinforce patterns covered in the C's and M's, introduce new vocabulary, and introduce new or related patterns. This is done within the context of question-answer or statement-comment dialogue. The last exercises of the E-section are indicated: "to be handed in for correction".

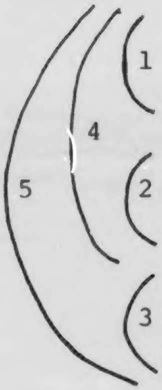
These exercises, after being done as written assignments, can be used effectively by the teacher and students to function entirely in spoken Micmac since these exercises (1) deal with materials which should be well-known at that stage of the lesson, and (2) require creativity and imagination on the part of the student.

Note to the Student: This provides the student with a series of grammatical and some cultural explanations on the Micmac language and people. The cultural explanations usually bear on the conversations (C-1, 2). The grammatical explanations are normally correlated with the exercises (E-1, 2...). The exercises often cannot be done without first reading this section.

Before lesson 1 , beginning on page 1, is a section entitled: Reading and Writing Micmac. This section is intended to teach the student the sounds of the Micmac language as well as the symbols that are used to represent these sounds. It is only intended as a preparation to actually learning to read and write in the language since this will be brought about by the lessons themselves.

The conversations, for example C-1, should be taught in the following manner: (1) Write the English of C-1 on the board. (2) The teacher points to the first line of C-1 and says the first sentence in Micmac. The students repeat. This is done twice and then the teacher moves to the next line. The teacher now points to the second line of C-1 and says it in Micmac. The students repeat. This is again done twice. The teacher then goes back to line 1, the question, and gets the students to answer with line 2, the answer. The roles are reversed and the students say line 1 with the teacher answering with line 2. At this point LOOP 1 is completed (see following looping diagram). The same procedure is repeated for each A: - B: line (loops 1,2,3) until the entire dialogue has been covered in sets of two lines Then the students learn to say the first four lines non-stop (loop 4), and then the entire dialogue without a break (loop 5). The teacher can then have individual students take lines A: and B: and go through the entire dialogue by themselves.

Looping Diagram for 1 C-1:



A: How are you?

B: I'm fine.

A: When did you get here?

B: Last night.

A: How about him? When did he get here?

B: This morning.

IMPORTANT: The teacher should speak only Micmac during this entire procedure. The meaning of what is being said is obtained from the written English on the board. Also, the students do not follow the written Micmac in their texts during this procedure. This can be done after they can "perform" or "act out" the conversation.

The principal function of the M-variants is to teach students of Micmac the systematic and often minimally varying patterns of the language. The juxtaposition of related structures allows the student to infer the patterns that make up the system of the language.

Each M-variant contains four lines that are systematically related. In line with the contextual emphasis of this text, M-variants are grouped in such a way that two or more of them form mini-dialogues. M-variants should therefore be taught in the same conversational manner as is proposed for C-1 and C-2. That is, each line of an A: M-variant can be answered by a line from a B: M-variant and so on to make up a conversation.

The section entitled "Phrases to Use in Class" should also be taught with the English "meanings" * written on the blackboard. Once these sentences are memorized, they must be put to use by both the student and the teacher. This will make it possible to avoid as much as possible the use of spoken English in class.

All of the exercises are intended to be done as homework and then practised in class. They too are designed to be used contextually and form an A: - B: pattern with question-answer or statement-comment discourse. To teach the exercises in an A: - B: pattern, you do not have to write the English on the board. Simply have the students cover the Micmac half of the page, or fold it in half (folded-page technique) and procede to teach the exercises in an A: - B: pattern as was done with the C's and M's.

---

* The function of English is solely to convey meaning which in turn is encoded in Micmac

Make sure that students work at PREDICTING new forms on the basis of the pattern given at the start of each exercise. This cannot be over-emphasized.

The format of the text is such that when a page is folded in two lengthways, the Micmac will be on one side and the English on the other. If you wish, one half of the page can simply be covered by a book or other object. This "folded-page technique" enables the teacher to work with students using the text but without exposing the Micmac. This can also be achieved by using the book with an overhead projector. In fact, by using an overhead projector, there will be no need to write the English of C's and M's on the blackboard. This can be projected directly from the text.

The review lessons offer the student a last structured chance to do any catching up and to finalize or concretize his knowledge of that unit's materials (remember that a unit consists of five thematically related chapters). The teacher should carefully do the exercises stated in the review lessons since these are designed to show the student areas where he needs additional work.

A set of cassette tapes accompanies this text. Pronunciation and spelling exercises are given for "The Micmac Orthography" and for "Reading and Writing Micmac". In addition, all of the Micmac materials from each lesson is given on tape.

The tapes are divided into two categories. (1) Lesson tapes: these contain most of the lessons' materials without providing answers to exercises. These tapes are to be used by the student in preparing for class work. (2) Exercise tapes: these contain the questions and answers to the fill-in-the-blank exercises. The teacher should let the student work with these tapes only AFTER the student has completed the exercises. By separating the tapes into two such categories, the teacher can control the students' work on the exercises assuring himself that these are not copied from the tapes.

There are two ways in which the students can work with the tapes. (1) The student can "repeat" every utterance that he hears thereby increasing his phonological performance in the language. The tapes can also be used as a dictating device for practising spelling when this approach is used. (2) The student can "respond" to the questions he hears on tape and then compare his response to that which follows on the tape. Both the repeat or the respond approach can be used since there is a pause for repeating or responding after every utterance given on tape.

THE MICMAC ORTHOGRAPHY

(This section is intended for the use of the linguist, the teacher, the advanced student of the Micmac language, and for the person studying language analysis and scientific procedure by means of this text. If it is found that this section is too difficult, it should be studied AFTER considerable coverage of the language text (for example, after Lesson 10). For the language student, this section may become useful only after he has become proficient at "intuitively" reading and writing Micmac.)

The alphabet used in this text is basically one which has been in use in Restigouche since 1972. Two new symbols have been added, "y" and "'", and the reasons for this will become clear as you work through this section. The symbols of this alphabet are based on Pacifique's orthography and they therefore constitute a tie between past works and this present work. (See 6. ahead for symbols used.)

The choice of symbols for this alphabet (1972) is in many ways a fortunate one since it reflects a great deal of intuition about the Micmac language. The alphabet makes use of three diacritics to modify already existing symbols rather than using three entirely new symbols. This suggests that there exists a relationship between certain sounds, and this is in fact the case. The first example involves length, "ˋ". One finds a morphophonemic relationship between long and short vowels:

1.	à	tàpu	two
	a	tapuisgàĝ	twenty
	i	nipi	leaf
	ì	nipìg	leaves

The grave accent therefore indicates a real relationship between long and short vowels.

The same is true for circumflex, "ˆ" when used on the vowel *e* to indicate schwa. We find that in fact there is again a morphophonemic relationship between *e* and *ê*:

2.	e	teluey	I say it
	ê	têlua!	Say it!
	e	nemitu	I see it
	ê	nêmitu!	See it!

A similar relationship also exists between *g* and *ĝ*. This time the relationship is phonological. Most *ĝ*'s are predictable from underlying *g*'s. That is, after *a* and *o*, *g* becomes *ĝ* (except for very few cases mostly involving loan words). For example, we know from analysis that the singular third person occurs as *g*, and also that the plural animate morpheme is *g*. These become *ĝ* under certain conditions:

3.	g	pêlamùg	(pêlamu+g)	salmon (plural)
	ĝ	pêlgoĝĝ	(pêlgoĝ+g)	fiancés
	g	welèg	(weley+g)	he's fine
	ĝ	nemitoĝ	(nemitu+g)	he sees it

Finally, one finds that voiced and voiceless consonants are also related. This time the relationship is indicated by rule (phonological). For example *p* is pronounced "b" intervocalically, but "p" if preceded by a consonant. (This will be stated as a rule later in this section.) We therefore find the following:

4.	[b]	nepay	I sleep
	[p]	ênpa!	Sleep!
	[d]	wetêmay	I smoke
	[t]	ugtêma!	Smoke!
	[g]	pegisin	I arrive
	[k]	êpgisintês	I will arrive

The relationship between "p" and "b" in the examples of 4. is indicated by rule. This same relationship, between voicing and devoicing, however, is signalled in the orthography by "'" when the rules for predicting such voiced-voiceless alternations become complex and involved. * We therefore find "'" relating voiced and voiceless stops in the following:

5.	[t]	entu	I lose it
	[d]	ên'tu!	Lose it!
	[k]	telgil	I am that size
	[g]	têl'giltes	I will be that size

It is therefore clear, from examples 1. through 5., that the diacritics used in this orthography play an important relational role.

* Voiced-voiceless alternations are predictable by rule to a large extent. For example, in 5. this would involve the morphophonemic reduction of *e* to *ê* and it's combining with a following *m*, *n*, *l* to form the syllabics [m̩], [n̩], [l̩] (i.e.: *êm*, *ên*, *ê̄l*). Then, voicing of the consonant following a syllabic is generally predictable --except for words such as *ènnêmtèèn* (possibly from *êl* + *nêmtèèn*).

Elsewhere, however, voiced-voiceless alternations are contrastive in present day Micmac and not predictable in a non *ad hoc* way. For example: *wesamgìg*, 'it's too big'; *wesam'gìg*, 'it's too sharp'.

The alphabet we are using to write Micmac consists of eighteen symbols from which we construct thirty-six contrastive sounds. The symbols are:

6. *

a e i o u

p t g j s

l m n

w y

ˋ ^ '

The contrastive sounds as represented by the symbols are:

7.

Row 1	a	e	i	o	u	ê		
Row 2 **	à	è	ì	ò	ù			
Row 3	p	t	g	gw	j	s	ĝ	ĝw
Row 4	pp	tt	gg	jj	ss	ĝĝ		
Row 5	'p	't	'g	'j	's			
Row 6	l	m	n					
Row 7	ll	mm	nn					

* We could do without the symbols y and w. Their usefulness as an orthographic device will later be discussed. Note that they are excluded from the set of contrastive sounds (7).

** Long vowels, as is the case with long consonants (Rows 4 and 7), are derived from two short identical segments. We could therefore write à as aa and do without the symbol for length (ˋ). We have chosen to represent aa sequences as à simply as an orthographic device for distinguishing words such as ulàl, /ulaal/, 'be kind to him', and ulaal, /ula+al/, 'these'. Short identical segments only become long when there is no intervening word or morpheme boundary.

The thirty-six contrastive sounds that we have just seen can be described as follows:

8.	a	[a]	as in 'lot'
	e	[ɛ]	as in 'met'
	i	[i]	as in 'beet'
	o	[o]	as in 'cold'
	u	[u]	as in 'boot'
	ê	[ə]	as in 'famous' or 'roses'
	à	[a:]	as in 'father' (lengthening the 'a')
	è	[ɛ:]	as in 'shed' (lengthening the 'e')
	ì	[i:]	as in 'seed' (lengthening the 'ee')
	ò	[o:]	as in 'road' (lengthening the 'oa')
	ù	[u:]	as in 'food' (lengthening the 'oo')
	p	[p]	as in 'spit'
	t	[t]	as in 'stick'
	g	[k]	as in 'skip'
	gw	[kw]	as in 'squire' (pronounced as one sound with rounded lips)
	j	[c]	as in 'exchange' or 'choice'
	s	[s]	as in 'soap'
	ĝ	[x]	as in French 'acre', 'marche', or as in German 'acht'. The English exclamation indicating disdain, 'yuch', contains this sound.
	ĝw	[xw]	same as ĝ but with rounded lips (labialization)
	'p	[b]	as in 'boat' (fortis)
	't	[d]	as in 'doe' (fortis)
	'k	[g]	as in 'go' (fortis)

'j	[j]	as in 'job' (fortis)
's	[z]	as in 'zoo'
pp	[p:]	as in 'map price'
tt	[t:]	as in flat top'
gg	[k:]	as in black cat'
jj	[c:]	as in 'hat check'
ss	[s:]	as in 'mass suicide'
ĝĝ	[x:]	same sound as ĝ only of longer duration
l	[l]	as in 'alone'
m	[m]	as in 'move'
n	[n]	as in 'no'
ll	[l:]	as in 'real life'
mm	[m:]	as in 'home made'
nn	[n:]	as in 'non-native', 'unnumbered'

There are rules of distribution which you have to know in order to pronounce written Micmac correctly. These rules specify how consonants and vowels are to be pronounced in specific environments. Assume that consonants and vowels are pronounced as specified in the preceding list unless one of the following rules applies.

Consonants:

Rule 1: (voicing) Short consonants (row 3), except for ĝ and ĝw are voiced when:

(a) they occur between two vowels (V_V). For example, the -p- of epit is voiced, like English 'b' because it is intervocallic.

(b) they are stem initial and have a following vowel (#_V, +_V). For example, the *t-* of *tàpu* is voiced, like English 'd' because it occurs at the beginning of a word and it is followed by a vowel. * This is also true for the initial *t-* of *têm'têmu*. However, that same *t-* remains voiced even if preceded by a prefix such as *etêl* (a preverb) in *etêltêm'temuègey* because it is stem initial and there is a vowel following. Similarly, the initial *-p-* in *pejuègey* is voiced and remains voiced in *punpejuègey*. For the same reason, the initial *g-* of *gwitên* is voiced and remains voiced in *êggwitênêm* (from *êgt + gwitên + êm*). **

(c) they are part of a suffix preceded by a stem syllabic (*ên*, *êm*, *êl*), and are followed by a vowel. (ên, êm, êl +_V). For example, in the following *-jīj* means 'little':

têmīgên	'ax'
temīgênjīj	'hatchet'

In this last example, the first *-j-* is voiced like English 'j' because it meets the necessary conditions. Note, however, the following:

mulin	'mill'
mulinjīj	'sewing machine'

---

* In some dialects of Micmac, consonants are voiceless and unaspirated in this environment. There is no doubt as to initial voicing in Restigouche Micmac, however, since words such as 'Charlie' (with initial voiceless "ch") are borrowed into Micmac as *Jàli* where *j* is clearly voiced.

** Rules governing voicing with possessives are discussed in Lesson 9. Note also that indicating voicing, "'", where there is a morpheme boundary as for example, in *punpejuègey* or *pun'pejuègey*, should NOT be considered as a spelling mistake but rather as an optional matter since in such cases "'" simply signals redundant information.

In this last example, the first *-j-* remains voiceless as an English 'ch' because one of the conditions is lacking: there is no syllabic cluster preceding the *-j-*. That is, one finds *-in*, which is not syllabic, preceding the *-j-* and not the required *ên*, *êm*, or *êl*.

(d) they are found after long vowels. This, however, in only partial voicing. For example, the *g* of *welèg* is pronounced like English 'gk' somewhat similar to the 'g' and 'k' combination of bi*g c*at'. This, however, is not the case with words such as *welpijig* which do not have a long vowel preceding the final *-g*. In such cases, the final *-g* is pronounced like an English aspirated 'k' (aspirated because it is word final) as in "cake".

Rule 2: (devoicing) All voiced consonants (row 5) are voiceless in final positions (_#). For example, the *-'g* of *newtày'g* is voiceless like English 'k' because it occurs at the end of a word. (In fact there is partial voicing (see Rule 1 (d)) because a long cluster precedes it. Long glided vowels have the same effect as long vowels. The case involving *newtày'g* is again discussed at the end of this section.)

The next step is to make the stopped consonants * *p*, *t*, *g*, *gw*, *j* fortis (said with tension or emphasis) under certain conditions:

---

* I am using the term "stopped" to define a class of sounds consisting of stops and of affricates.

Rule 3: (fortis) The consonants *p*, *t*, *g*, *gw*, *j* are fortis when they occur as the second member of a pair of consonants. For example, the *t*'s of *igtig* and of *lentug* are fortis. This is also the case when the consonants are identical as in *pettèm*. (The first *t* is unreleased and merges with the second *t* to create a long cluster.)

Finally, we will state when the obstruants of Rules 2 and 3 are aspirated.

Rule 4: (aspiration) The stopped consonants *p*, *t*, *g*, *gw*, *j* are slightly aspirated when they are word-final and preceded by any sound other than a long vowel. This is also true for doubled obstruants (row 4). For example, the *g* of *lentug* is moderately aspirated. However, in *gênegg*, and *lentugg*, the *gg* is strongly aspirated. (*lentug* is the singular of 'deer', *lentugg* the plural.)

There are two consonants in Row 3 which do not conform to Rule 1. They are *ĝ* and *ĝw*. These consonants, in Restigouche Micmac, are always voiceless. In some dialects of Nova Scotia, they follow part (a) of Rule 1.

Although *s* has been treated as other consonants of Row 3, it sometimes behaves more like *ĝ* and *ĝw*. With some speakers of Micmac, one finds inconsistency in the voicing of *s*. In other words, depending upon the speaker and on the dialect of Micmac, you will find that *p*, *t*, *g*, and *gw* regularly follow Rule 1, *s* less often, and *ĝ* and *ĝw* very seldom or not at all. As a student of Micmac, you should not let these variations disturb you. They simply suggest that the Micmac language is undergoing sound change and that the continuants *s*, *ĝ*, and *ĝw* appear to be the sounds mostly affected by this change.

The consonants of Row 4 are always voiceless, and those of Row 5 always voiced and fortis. These consonants are, however, very restricted in distribution. The double consonants of Row 4 always occur between two vowels or between a vowel and the end of a word. For example: *pettèm*, *nujj*. The consonants of Row 5 are always preceded by a consonant (l, m, n, w, y), and followed by a vowel. For example: *gun'tew*. These consonants will not be found in any other distribution. Consequently, they are always fortis. (Note that their distribution falls under that stated in Rule 3.)

Vowels:

Rule 5: (laxing) The short vowels *i* and *u* become partially lax in closed syllables. Simply, this means that in syllables ending in a consonant, *i* and *u* are pronounced more as in English 'b*i*t' and 'p*u*t' rather than as in English 'b*ee*t' and 'b*oo*t'. For example, both *u*'s of *pugsug* are pronounced more as in 'p*u*t' than in 'b*oo*t' because they occur in closed syllables. For the same reason, the *i*'s of *igtig* are pronounced more as in 'b*i*t' than in 'b*ee*t'. They too occur in closed syllables.

Rule 6: (short raising) The short vowel *e* is pronounced as in 'm*e*t' everywhere except when followed by a *y*. When this happens then the vowel is pronounced as in 'w*ai*t'. For example, the *ey* of *sepey* is pronounced similarly to that in 'w*eig*h' or 'sl*eig*h'. The first *e* of *sepey*, however, remains pronounced as in 'm*e*t'.

Rule 7: (long raising) The long vowel è is pronounced as in 'r*e*d' (lengthening the 'e')in all situations except in open syllables where it is pronounced as in 'tr*a*y' (lengthening the 'a'). For example, the *è* of *welèg* is pronounced as in 'r*e*d'. The *è* of *êstêgè*, however, being in an open syllable, is pronounced as in 'm*ai*d'.

Rule 8: (gliding) When the short vowels *u* and *i* occur immediately following another vowel, then they become glides and are written as *w* and *y* respectively. In other words, clusters such as *au* and *ai* are written as *aw* and *ay* and pronounced similar to English 'c*ow*' and 'l*ie*' respectively. *

Rule 8 not only involves the pronunciation of glided clusters such as *aw* and *ay* but also a spelling convention for representing glides with two new symbols: *w*, *y*. (Note that *w* is used after *g* and *ĝ* to represent labialization, not gliding.) The convention as to when to write these glides is as follows:

Rule 9: (orthography) Rewrite *u* as *w* and then rewrite *i* as *y*

(a) ** at the beginning of a word when there is a following vowel, as in *welèg* and *yapjiw*.

---

* The pronunciation of glided vowels varies from dialect to dialect. In the case of Nova Scotia Micmac there is a tendency to devoice glided *w*'s when they occur before a voiceless stop. For example, the *w* of *awti* is whispered but that of *petaw'ti* remains clearly voiced. Such dialect variations are superficial and can be easily accounted for by assimilation rules.

** The terms 'beginning' and 'end' of a word not only specify word boundaries (#) but also include morpheme boundaries (+).

(b) at the end of a word when there is a preceding vowel, as in pisew and têley.

(c) between two vowels, as in newisgāĝ and têleyewit.

(d) before a consonant when there is a preceding vowel, as in newt and eym, but not when both vowels are high (u,i), as in teluisi or piujj.

The reason for writing the glides w and y instead of the vowels u and i in the environments stated in Rule 9 is that these glides, although derived from vowels, function like consonants in those very environments. For example, the t of mentèm cannot be voiced by Rule 1 because it does not meet the conditions specified in any part of that rule. In other words, the n blocks the voicing.

Similarly the t of newtè cannot be voiced because w blocks the voicing. If the u were not changed to a w, a glide, then the word would be written neutè. In this case the t is intervocallic and would be incorrectly pronounced 'd' by Rule 1 (a). Writing the glides w, y is therefore a device for signalling in the orthography that under certain conditions the vowels u, i become glided and function like consonants. *

The usefulness of writing w and y becomes even more apparent in cases where the gliding is blocked, although these cases are very few. For example, we will write with a y, putayg, 'bottles', but not ulaig, 'these', because ula, 'this', is a

---

* We could do away with this orthographic device but it would make Micmac more difficult to read and write. The writing of w and y in the orthography should not be confused with the linguistic facts of Micmac. In other words, there are no underlying w and y glides in Micmac.

word that can stand by itself. The ending *-ig* makes it plural. That is, a morpheme boundary (+) intervenes. The pronunciation of *ay* ramains as in English 'l*ie*', but that of *ai* is more as in 'n*ai*ve'. Similarly, when *ulitegej* is combined with *teli-* to give *têliulitegej*, the *u* is retained and the pronunciation of *iu* is more as in 's*ea oo*ze'. **

There is still another important reason for using *y* and *w* as orthographic devices for indicating glides that are derived from underlying vowels. This involves vowel separators (discussed next) and their role in separating vowels that come together. If *y* and *w* are not used, then the correct pronunciation of a word such as *têleieuit* becomes a difficult affair since, at first sight, the temptation is to separate the vowels by means of vowel separators (which are really surface glides). In fact, such a word contains NO vowel separators. Syllabification is obtained from derived glides. That is, *u* → *w*, and *i* → *y* as per Rule 9. The result is *teleyewit* where there is no possibility of introducing vowel separators and where the syllable structure is straightforward. Using *w* and *y* therefore makes Micmac easier to read and write, especially for the language learner.

Vowel Separators

Vowel separators are sounds which come about as a transition between two vowels. They are entirely automatic and will therefore NOT BE WRITTEN. However we must learn the conditions under which they are used in pronunciation. There are four vowel separators in Micmac:

** High vowels, /i, u/, are glided only if there is no intervening boundary. The morpheme boundary is what blocks gliding in *ula + ig* and *têli + ulitegej*. In the case of the latter, gliding cannot take place even if there is no boundary, as in *piujj*, because the cluster consists of two high vowels.

9.

[w]	as in 'away'
[y]	as in 'mayor'
[h]	as in 'Oklahoma'
[?]	as in 'Oh-oh!'

A general prerequisite for using any of these vowel separators is that two vowels come together within a word. Then the following takes place:

[w] and [y] : When the first vowel of a non-identical cluster is u, then [w] follows. For example; teluisi, pronounced telu[w]isi. Similarly, when the first vowel of a non-identical cluster is i then [y] follows. For example: wejiet, pronounced weji[y]et.

[h] and [?] : When two non-identical vowels come together within a word and there are no boundaries (+, #) occuring between them, then [h] intervenes. For example:

èe *	pronounced	è[h]e
neò	pronounced	ne[h]ò
êl'panaèmg	pronounced	êl'pana[h]èmg

(Note: This rule applies to non-identical vowels OTHER than those just covered involving i and u.)

---

* è is not identical to e. The first vowel is phonetically realized as a long vowel; the second as a short vowel. The rule for deriving long segments from short identical segments is an early rule (see second footnote of this section). The rule introducing vowel separators is a late rule.

When two vowels come together across a boundary (+ or #), then a glottal stop [?] can optionally intervene.
For example:

ulaal, /ula + al/,	pronounced	ula [?] al
ulaig, /ula + ig/,	"	ula [?] ig
ìigtèmap, /ì + igtèmap/,	"	ì [?] igtèmap
jìnêmuùet, /jìnêmu + ùet/,	"	jìnêmu [?] ùet

Vowel separators are easy to learn because they soon come to feel "natural" as a means of separating vowels that come together in pronunciation. Remember, however, that they are not a part of the orthography and will therefore not be included in the writing system of Micmac.

Now that we have discussed writing conventions as well as the pronunciation of the consonants and vowels of Micmac, we will turn to the notion of stress. The primary stress of a word is that point in a word where your voice is the loudest. In English, for example, stress is crucial. The word 'permit' (stressed syllable is underlined) differs from 'permit' in that the first means "to allow" and the second means "a written warrant or licence". Such contrastive stress distinctions do not appear to exist in Micmac. Neverheless, stress plays an important role in speaking the language. Without correct stress you cannot obtain the rythm (tone, intonation, timing, etc.) of words and sentences. Learning correct stress in therefore essential in order to sound like a native speaker.

Primary stress is generally easy to assign in Micmac. It is nearly always the final syllable of a word which is stressed. The only case where this is not so is when a word ends in an open syllable which contains a short vowel, and the previous syllable contains a long vowel. Then the stress is on the second syllable from the end (on the penultimate syllable). This will become clear as you study the following examples where the underlined syllable is the stressed syllable.

10.

1. pàsi
2. gisi
3. pasêg
4. àsùn
5. sapun
6. Sòsep
7. sisgu
8. tàpu
9. àpi
10. ŗùtay

The following list of words contains many of the most difficult words of Micmac. All of the contrastive sounds described in 8. will be found here. Listen carefully to the words on tape and practise writing them:

11.

1.	na	'that'	11.	sìst	'three'
2.	wen	'who'	12.	wàĝan	'butter knife'
3.	tapi	'bow'	13.	gàĝaĝuj	'crow'
4.	naji	'to go'	14.	walĝwèg	'small valley'
5.	negêm	'him'	15.	tiàm	'moose'
6.	pasêg	'only'	16.	wow	'pot'
7.	pasèg	'it's thick'	17.	wàw	'egg'
8.	moĝwà	'no'	18.	negêmewèl	'they are his'
9.	nìn	'I'	19.	teppit	'he's on top'
10.	gìl	'you'	20.	pettèm	'I hit it accidentally'

* * * *

21.	tàpu	'two'
22.	eygêp	'he was there'
23.	pijjaĝan	'mitt'
24.	jijjawigênej	'raisin'
25.	ugumuljin	'eight'
26.	al'jàt	'he staggers'
27.	nepat	'he's sleeping'
28.	nèpàt	'you are killing him'
29.	epit	'he's sitting down'
30.	èpit	'a woman'
31.	tallugen	'what are you doing'
32.	pemmajàsi	'I am leaving right now'
33.	gênni	'hold me'
34.	gwitênn	'canoes' (plural)
35.	mên'tu	'devil'
36.	igàlapênn	'he let him go'
37.	igalapênn	'he took his side'
38.	pasgèn	'sit on it'
39.	pasgêm	'I have a lot of clothes on'
40.	gelumg	'I ask for him'

* * * *

41.	gelusi	'I speak'
42.	gelùsi	'I'm good'
43.	netawey	'I can talk'
44.	netaweyy	'I know how'
45.	gulumg	'wheat'
46.	lentug	'deer'
47.	mentèm	'I knock it off'
48.	nangêl	'there are five of them'
49.	newtè	'one of'
50.	êl'tu (el'tu)	'make it!' (I make it)
51.	eltèmul	'I hit it towards you'
52.	têm'sèn	'cut it!'
53.	welpijig	'they are nice'
54.	êmsêt	'everything, all'
55.	gìgwesu	'muskrat'
56.	aligweg	'it's growing uncared for'
57.	al'sêg	'it's blowing around'
58.	Malsêm	'Malsum'
59.	essippùg	'it's morning'
60.	ênsisgw	'my face'

* * * *

61.	sisgu	'mud'
62.	tèsipow	'horse'
63.	gun'tew	'a rock'
64.	amalgay	'to dance'
65.	êgsigawwa	'speak louder'
66.	awanèg	'he's awkward'
67.	welèg	'he's fine'
68.	welegg	'the cloth is smooth, even'
69.	èe	'yes'
70.	panaèmg	'approximately'
71.	nèo	'and now'
72.	eluèwiey	'I'm crazy'
73.	têleyewit	'he's from there'
74.	pisew	'foam'
75.	igtèm	'I yawn'
76.	ìigtèmap	'I used to yawn'
77.	aĝĝattêm	'I look at it'
78.	pêlgoĝĝ	'fiancés' (plural)
79.	s âsèwàtûtip	'they changed it'
80.	oĝjoĝotòĝĝeg	'it has a dirt ring'

* * * *

81.	tuuggwal	'follow him outside'
82.	ula	'this'
83.	ulaal	'these'
84.	ulàl	'treat him well'
85.	ulàtu	'treat it well'
86.	ilàtu	'put it in order'
87.	wetêney	'belonging to a wedding' (noun)
88.	wetneyàsi	'I came out of there'
89.	ennêmtèm	'I nail it in'
90.	ênnêmtèèn	'nail it in!' (a command)
91.	mênnoĝon	'yellow birch'
92.	g isapsgênêm	'I got a hold of it'
93.	têm'têmu	'oyster'
94.	ê ntêm'têmumg	'my oysters'
95.	mênàtu	'take it off'
96.	ênmàli	'take me home!'
97.	mên'gèn	'remove it!'
98.	gênnêmu	'hold it for him'
99.	pastèg	'he smashes it'
100.	pasteg	'it is piled high'

* * * *

101.	pastêg	'he crunches it with his teeth'
102.	êgtêp	'your brain'
103.	gêpêtitàgw	'you (plur) get off!'
104.	gīs sàĝ	'it's been a long time'
105.	gissàĝ	'I just fired him ' (this very moment)
106.	gısàĝ	'he's able to swim'
107.	gisèg	'he's good natured, fun'
108.	gissègêp	'I had just fired him' (in the past)
109.	nêmêtgi	'my home town'
110.	ênmêta	'send him home' (command)
111.	matuesg	'porcupines'
112.	wastewtêg	'it's frosty'
113.	getutg	'he hungers for it'
114.	mulin	'mill'
115.	mulinjīj	'sewing machine'
116.	têmīgên	'ax'
117.	têmīgênjīj	'hatchet'
118.	al'gaĝ	'I'm trailing him'
119.	ĝasĝusi	'cedar'
120.	wisĝoĝ	'black ash'

* * * *

121.	oĝoĝiaĝ	'it's turning bad, rotting'
122.	giûnig	'otter'
123.	weleyy	'I'm fine (well)'
124.	aluggwey	'I follow'
125.	uggwat	'his foot'
126.	uggwitênêm	'his canoe'
127.	nestuey	'I understand'
128.	nestueyy	'I am responsible'
129.	wàgw	'louse'
130.	jugwitàgw	'come over' (plural)
131.	gawīg	'porcupine quills'
132.	gaĝamīgw	'we (two) are standing'
133.	ĝospem	'lake'
134.	gopit	'beaver'
135.	awti	'road'
136.	pêtaw'ti	'table'

137.	tel'tãsi	'the way I think'	140.	telgĩg	'it is so big'
138.	teltãsi	'the way I was beaten'	141.*	newtãy'g	'dollar bill'
139.	tel'gĩg	'it is so sharp'	142.	newtãy'gêl	'dollar bills'

The previous list of words is given for various reasons. First, it offers words that are linguistically interesting in considering a phonemic analysis of Micmac. Second, it offers data which must be considered in studying the Micmac orthography question. The data clearly examplify the need for recognizing grammatical information in an adequate orthography. (See previous discussions involving word and morpheme boundaries.) Third, the list of words is ideal for the person studying analytic methods. Most of the contrastive sounds of Micmac can be established from the list. Furthermore, the list contains important data for consideration in predicting the non-contrastive sounds (allophones) of Micmac and the rules governing their derivation. Fourth, the list of words can effectively be used for advanced dictation practise.

Because of the widespread overlap of predictable and contrastive units in Micmac, interesting questions arise in deciding on an orthography. The major cases involving overlap have to do with voicing (7. Row 5), with schwa (*ê*), with the velar fricative (*ĝ*) and with length (ˋ). All of these are largely but not entirely predictable in today's Micmac. To eliminate all that is predictable and to reflect this in the orthography would result in a system that is difficult to read and write, especially for the person who is learning the language. Including redundancy that occurs as overlap as a part of the orthography simplifies the learning process in the case of Micmac. For example, schwa (*ê*) is contrastive to a limited extent in today's Micmac. However, it is entirely predictable in environments following a consonant and before *m*, *n*, *l*. Yet we have chosen to write schwa in such environments for canonical reasons. Ease and clarity of syllable delineation simplifies reading and writing for the beginning student of Micmac. For example, let's take the data of 2. with and without schwa.

---

* In Micmac, all final consonants are voiceless except when the preceding vowel (or glided vowel) is long, in which case it is only partially devoiced (see rule 2). Words such as *newtãy'g* could be written *newtãyg* in a more phonetic and in a less national orthography. This, however, would not preserve the morphological relationship in *newtãy'g* and *newtãy'gêl* where, in the last instance, the *'g* is clearly voiced. The student, when first hearing *newtãy'g*, will therefore have to learn to write *'g* even if the sound is more that of *g*. This, however, will allow him to correctly predict the plural form, *newtãy'gêl*, which is with *'g* and not with *g*. Note, incidentally, that the argument for writing *'g* in *newtãy'g* is as in the well-known German "bund-bunde" and "hand-hände" case.

teluey	I say it
tlua!	Say it! (without *ê*)
têlua!	Say it! (with *ê*)
nepay	I sleep
npa!	Sleep! (without *ê*)
ênpa!	Sleep! (with *ê*)

Words such as *pasteg* and *pastêg* would lose their parallel syllable structure if schwa were omitted. They would become *pasteg*, and *pastg*. The tendency for the learner, in this case, would be to pronounce *pastg* as, for example, *gotg*, which is incorrect. The former is *pastêg* and the latter remains *gotg*. Similarly, words such as *wetêney* would also be mispronounced if schwa were omitted or not represented by a full vocallic segment. In *wetêney*, the *t* is intervocallic and voiced. Without a following vowel, the *t* would have to be voiceless as for example in *wetneyàsi* (see word list). It should therefore be clear from these few examples that eliminating more redundancy from the orthography could have detrimental effects especially for the language learner. *

The general orthographic principle underlying this writing system is as follows:

(1) Eliminate all surface phones that have no underlying reality. For example, [w],[y],[h], [?] are phonetic and not phonemic in Micmac and consequently redundant. *w* and *y* were introduced in the orthography as a device for simplifying the recognition of glided clusters where the glides function as consonants as, for example, in *newte*. This orthographic device also helps syllabification as, for example, in *têleyewit* (from *têleieuit*).

(2) Areas of allophonic-phonemic overlap as, for example, with [ê] and /ê/ just discussed cannot be automatically eliminated from the writing system without giving consideration to the canonical form and syllable structure of the language (keeping the language learner in mind).

(3) All contrastive units must be represented by the orthography.

NOTE

For those wanting to use a more Pacifique-like alphabet, convert *w* to *u* and *y* to *i*. Such "convertability" is possible with the alphabet of this text. By effecting such a conversion, you will, however, eliminate important distinctions. Converting all *w*'s and *y*'s EXCEPT those following *g* and *g̑* would be less problematic while still retaining similarity to the Pacifique alphabet.

READING AND WRITING MICMAC

(This section is intended to teach you the basic sounds of the Micmac language and the symbols that are used to represent these sounds. You will get practice in reading and writing Micmac from the materials of each lesson. These, after they have been learned orally, should be dictated for writing practice. Later, as you become a fluent reader and writer of Micmac, you may wish to study the rules governing the writing system. These are found in the section entitled: "The Micmac Orthography.")

Alphabets can be organized to represent various classes of sounds. In Micmac, you will learn the alphabet in such a way as to make you become aware of these classes. Each row in the following represents a class of sounds which will be described afterwards. (Practice them on tape.)

1-

Row 1	a	e	i	o	u	ê		
Row 2	à	è	ì	ò	ù			
Row 3	p	t	g	gw	j	s	ĝ	ĝw
Row 4	pp	tt	gg	jj	ss	ĝĝ		
Row 5	'p	't	'g	'j	's			
Row 6	l	m	n					
Row 7	ll	mm	nn					
Row 8	w	y						

The vowels of Micmac are found in Rows 1 and 2. Row 1 represents a class of vowels known as "short vowels". These contrast with the class of vowels of Row 2 which are "long vowels". Although there is a qualitative difference between these two classes, the major difference is one of length or duration. (Listen carefully on tape when long and short vowels are contrasted.)

The consonants of Micmac are found in Rows 3 through 8. The consonants of Rows 3 and 4 are all voiceless. (Compare this to Row 5 on tape). Those of Row 3 are short; those of Row 4 are long. The parallel here is the same as with the vowels. The consonants of Row 5 are short and voiced as are those of Row 6. The consonants of Row 7 are long and those of Row 8 are short.

The consonants of Rows 6 and 7, however, are quite different from any of the other consonants. For example, those of Row 6 can sometimes function like consonants and sometimes like vowels. When they function like vowels they are "syllabic" and are always found with a preceding *ê*. Anytime you encounter *êl*, *êm*, *ên*, you know that you have a syllabic cluster (a cluster that forms a syllable). You must therefore learn to consider *êl*, *êm*, *ên* as single unit sounds just as *gw* and *ĝw* are single unit sounds. (*gw* is a *g* said with rounded lips; *ĝw* is a *ĝ* said with rounded lips.)

The consonants of Row 8 are also peculiar in that they are really vocallic (vowel-like) in nature but consonantal (consonant-like) in function. They are always found next to a vowel and often are simply the "off-glide"of a vowel (hence, we call *w* and *y* "glides"). When you read Micmac, you will often find vocallic clusters such as *ew* and *ey*. Together, these form glided vowels. The effect of glides on following consonants, however, is consonantal. That is, *w* and *y* have the same devoicing effect as a consonant when they occur before another consonant. For example, the *t* of *newte* is pronounced as a "t" because it does not occur between two vowels. The glide *w*, in this case, occupies the same consonantal position as does, for example, the *g* of *igtèm*.

In what follows, the Micmac alphabet will be presented with a description of its sounds based on English (or French) sounds. (Listen to this on tape.)

We will also state how each Micmac letter or cluster is pronounced as a contrastive unit in the Micmac alphabet. You will find this to be useful when spelling words outloud.

2-

Symbol		Alphabet Pronunciation	Approximate Sound
a	pronounced	a	as in 'lot'
e	pronounced	e	as in 'met'
i	pronounced	i	as in 'beet'
o	pronounced	o	as in 'cold'
u	pronounced	u	as in 'boot'
ê	pronounced	ê	as in 'famous'
à	pronounced	à	as in 'father' (lengthening the 'a')
è	pronounced	è	as in 'shed' (lengthening the 'e')
ì	pronounced	ì	as in 'seed' (lengthening the 'ee')
ò	pronounced	ò	as in 'road' (lengthening the 'oa')
ù	pronounced	ù	as in 'food' (lengthening the 'oo')
p	pronounced	pê	as in 'spit'
t	pronounced	tê	as in 'stick'
g	pronounced	gê	as in 'skip'
gw	pronounced	gwê	as in 'squire'
j	pronounced	jê	as in 'exchange'
s	pronounced	sê	as in 'soap'
ĝ	pronounced	ĝa	as in French 'acre' or as in the English exclamation of disdain, 'Yuch!'

Symbol		Alphabet Pronunciation		Approximate Sound
ĝw	pronounced	ĝwa	same as	ĝ but with rounded lips
'p	pronounced	'pê	as in	'boat'
't	pronounced	'tê	as in	'doe'
'g	pronounced	'gê	as in	'go'
'j	pronounced	'jê	as in	'job'
's	pronounced	'sê	as in	'zoo'
pp	pronounced	êppê	as in	'map price'
tt	pronounced	êttê	as in	'flat top'
gg	pronounced	êggê	as in	'black cat'
jj	pronounced	êjjê	as in	'hat check'
ss	pronounced	êssê	as in	'mass suicide'
ĝĝ	pronounced	aĝĝə	same as	ĝ but longer
l	pronounced	lê	as in	'alone'
m	pronounced	mê	as in	'move'
n	pronounced	nê	as in	'no'
ll	pronounced	êllê	as in	'real life'
mm	pronounced	êmmê	as in	'home made'
nn	pronounced	ênnê	as in	'non-native'
w	pronounced	wê	as in	'well'
y	pronounced	yê	as in	'yes'

The alphabet can be used for spelling Micmac words in the following manner:

nìn
spelled: nê, ì, nê

pasêg
spelled: pê, a, sê, ê, gê

moĝwà
spelled: mê, o, ĝwa, à

tallugên
spelled: tê, a, êllê, u, gê, ê, nê

welèg
spelled: wê, e, lê, è, gê

In order to practice reading and writing, your teacher will have you read the materials of Lesson 1 and then dictate them to you. (Teacher: ONLY do this after Lesson 1 has been learned orally.) Short words will be easy to read and write. Longer words will be more difficult unless you syllabify them. That is, if you approach long words syllable by syllable, you will find them to be as easy to read and write as short words. The following words are taken from 1 C-1 (Lesson 1, Conversation 1), and are broken into syllables by a slash, "/".

Mè ta/leyn?	How are you?
We/leyy.	I'm fine.
Tàn pe/gi/si/nù/sêp?	When did you get here?
We/là/gwèg.	Last night.
Ga/tu ne/gêm?	How about him?
Tàn pe/gi/sin/gês?	When did he get here?
Se/pey.	This morning.

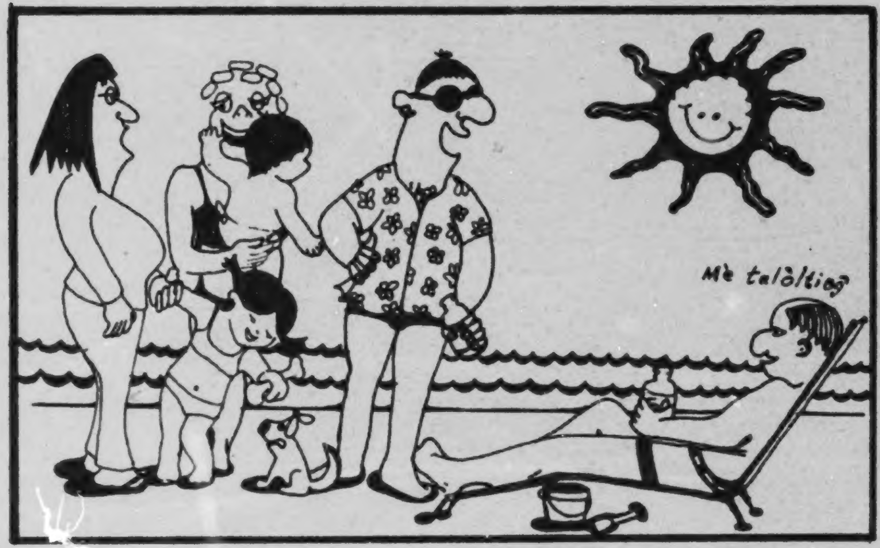
The word weleyy with a yy combination is really the result of the stem weley- with the addition of a y which indicates a first person. This will be discussed in lessons 1 and 2. This yy combination is pronounced as in "Hey you!" in contrast to a single final y as, for example, in sepey which is pronounced as in "Hey!" by itself. *

Remember that reading and writing will be much easier if you learn to see a word as a collection of syllables. As you turn the page and begin Lesson 1, you will enter into a new world — the world of Micmac. Enjoy yourself!

---

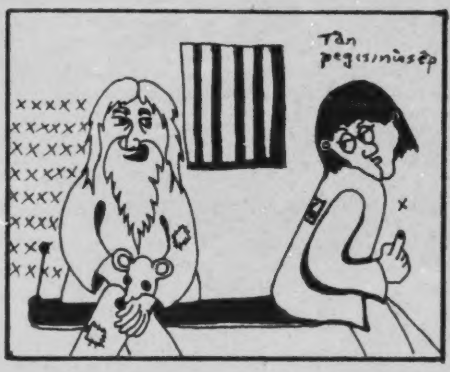
* The presence or absence of a morpheme boundary between identical segments usually brings about a pronunciation difference. For vowels, this was discussed in "The Micmac Orthography", page (4), footnote ** with /ulaal/ and /ula + al/. A similar situation exists with consonants. For example, in nujjig, 'fathers', from nujj + ig, the consonants jj, /jj/, are a part of the stem and are pronounced as is described on page 4. This pronunciation conforms to the normal double consonant pronunciation. However, a morpheme boundary can intervene between identica consonants: Pastungewàjjīj, 'little Americans', literally: 'Bostonians little', from Pastung + ewàj + jīj. Now, the sequence jj, /j + j/, is pronounced as in "fudge chocolate" Without the intervening boundary, the jj, /jj/, sequence is pronounced as in 'hat check."

LESSON 1



C-: converse, communicate

(In the following conversations (C-1 and C-2), you will be learning to communicate in a "real-life" situation. Imitate your teacher very carefully, copying his gestures as well as his way of speaking.)



1 C-1

Two friends meet on their return to school. A: An'têle B: Pêlasua. Both are men's names.

A: Mè taleyn?	A: How are you?
B: Weleyy.	B: I'm fine.

1 C-1 (Cont'd)

A:	Tằn pegisinũsêp?	A:	When did you get here?
B:	Welằgwèg.	B:	Last night.

(*An'têle* sees an acquaintance in the distance and asks when he arrived.)

A:	Gatu negêm? Tằn pegisingês?	A:	How about him? When did he get here? (points with chin and lips)
B:	Sepey.	B:	This morning.

M-: *m*immic, *m*emorize, *m*anipulate

(In the M-variants which follow, note that all of the questions asked by A: *An'têle* are answered by B: *Pêlasua*. That is, 1 M-1 is answered by 1 M-2 and so forth. In other words, you can make up new dialogues by combining the lines from the M-variants. It is more important, however, that you compare the lines WITHIN an M-variant in order to see how a small change made to an utterance brings about a change in the meaning.)

1 M-1

A:	Mè taleyn? (*Mè tali-uleyn* in Nova Scotia)	A:	How are you (singular)?
	Mè talṑltioĝ?		How are you (plural)?
	Mè talèg?		How is he/she?
	Mè talṑltijig?		How are they?

1 M-2

B:	Weleyy.	B:	I am fine.
	Welòltieg.		We are fine.
	Welèg.		He is fine.
	Welòltijig.		They are fine.

1 M-3

A:	Tàn peqisinûsêp?	A:	When did you get here?
	Tàn pey'tayoĝos? (pejitayoĝos in N.S.)		When did you (plur) get here?
	Tàn pegisingês?		When did he/she get here?
	Tàn peytàsênig?		When did they get here?

1 M-4

B:	Gisgug.	B:	Today.
	Ulagu.		Yesterday.
	Ulagu essippûgeg.		Yesterday morning
	Ulagu mewliàgwèg.		Yesterday noon.

1 M-5

A:	Gatu gìl?	A:	How about you?
	Gatu gilew?		How about you (plur)?
	Gatu negêm?		How about him/her?
	Gatu negêmow?		How about them?

C-: converse, communicate

(This conversation is more complex than the first conversation (1 C-1). It includes material that you will be practicing in the exercises of section E.)

1 C-2

Alês and Lin'ta meet on their first day of class.

A:	Mè taleyn?	A:	How are you?
B:	Nīna? Weleyy.	B:	Who me? I'm fine.
A:	Moĝwà, mu gīl. Alà negêm.	A:	No, not you. Him over there.
B:	Welèg.	B:	He is fine.
A:	Tàn pegisingês?	A:	When did he get here?
B:	Tel'tètêm ulagu essippùgeg.	B:	Yesterday morning, I think.

Phrases to use in Class

(These are phrases that you've heard your teacher use and that you will be needing in order to begin communicating. Start using them now!)
Most of the following are commands. This is indicated by "!" .

Ap têlua!	Say it again!
Tetapù têluey?	Am I saying it right?
Êmsêt wen têluej!	Everybody say it!
Paseĝ gīl têlua!	You say it alone!
Siawàsi!	Keep on going! (addressing one person)
Siawitàgw!	Keep on going! (addressing many people)

Counting (Gijja! : 'Count!')

newt	one
tàpu	two
sīst	three
nèw	four
nàn	five

E-: e̲xercise, e̲xpand, e̲xtrapolate

(The following exercises should first be done in writing and then practised orally. Continue following the 'A' and 'B' pattern where A̲ poses the questions and B̲ answers. Read the Note to the Student (pp 19-24) BEFORE doing these exercises. Note that 'fill-in-the-blanks' exercises are to be done in the text. Others are to be done in your copy books and handed in for correction.)

1 E-1

Transform the following affirmative statements into negative statements. Number 1. is an example. (M̲o̲ĝ̲w̲à̲, meaning 'no' is sometimes said as m̲o̲ĝ̲à̲. In Nova Scotia, this is also pronounced m̲o̲ĝ̲ò̲, m̲o̲q̲̂w̲è̲, and m̲o̲q̲̂è̲.)

1.	Ee, negêm.	A:	Yes, him.
	Moĝwà, mu negêm.	B:	No, not him.
2.	____________ An'têle.	A:	Yes, Andrew.
	______ mu ______	B:	No, not Andrew.
3.	____________ Pêlasua.	A:	Yes, Frank.
	____________________	B:	No, not Frank.
4.	____________ Pièl.	A:	Yes, Peter.
	____________________	B:	No, not Peter.
5.	____________ welàgwèq.	A:	Yes, last night.
	____________________	B:	No, not last night.
6.	____________________	A:	Yes, yesterday noon.
	____________________	B:	No, not yesterday noon.
7.	____________________	A:	Yes, yesterday morning.
	____________________	B:	No, not yesterday morning.
8.	____________ paseq nigè.	A:	Yes, just now.
	____________________	B:	No, not just now.

1 E-1 (Cont'd)

9. __________ gejigow. A: Yes, a little while ago
__________ B: No, not a little while ago.

10. __________ alà jìnêm. A: Yes, that man. (pointing)
__________ B: No, not that man.

11. __________ alà èpit. A: Yes, that woman.
__________ B: No, not that woman.

12. __________ alà êlpàtuj. A: Yes, that boy. (up to teens)
__________ B: No, not that boy.

13. __________ alà èpitèjìj. A: Yes, that girl. (up to teens)
__________ B: No, not that girl.

1 E-2

Fill in the blanks and learn the new vocabulary that is given:

1. __________ A: When did she get here?
Mewliàgwèg. B: This noon.

2. __________ A: How about her?
Gisimewliàgwèg. B: This afternoon.

3. __________ A: When did he get here?
Aĝtatpàĝeg. B: At midnight.

4. __________ A: How about him?
Ulagu gisimewliàgwèg. B: Yesterday afternoon.

5. __________ A: When did they get here?
Welàgwèlèleg. B: This evening.

6. __________ A: How about them?
Ulagu welàgwèlèleg. B: Yesterday evening.

7. __________ A: When did you get here?
__________ B: Yesterday.

1 E-2 (Cont'd)

8.	______	A:	How about you?
	______	B:	Today.
9.	______	A:	When did you (plur) get here?
	______	B:	Yesterday morning.
10.	______	A:	How about you (plur)?
	______	B:	Last night.

1 E-3

Carefully study the following questions and answers. Be prepared to do them orally. That is, when presented with any question from An'têle (A), you should be able to give the correct response as stated by Pêlasua (B).

1.	______	A:	Who? Me?
	Èe, gīl.	B:	Yes, you.
2.	Wena? Gīla?	A:	Who? You?
	Èe, nīn.	B:	Yes, me.
3.	Wena? Negêma?	A:	Who? Him?
	Èe, negêm.	B:	Yes, him.
4.	Weniga? Ninena?	A:	Who (plur)? Us?
	Èe, gilew.	B:	Yes, you (plur).
5.	Weniga? Gilewa?	A:	Who (plur)? You (plur)?
	Èe, ninen.	B:	Yes, us.
6.	Weniga? Negêmowa?	A:	Who (plur)? Them?
	Èe, neĝemow.	B:	Yes, them.

1 E-4

In exercise 1 E-1 you learned how to transform an affirmative statement into a negative statement. Do the same with the following but note that there is a change of person in the question and answer.

1. ____________________ A: Who? Me?
____________________ B: No, not you.

2. ____________________ A: Who? You?
____________________ B: No, not me.

3. ____________________ A: Who? Him?
____________________ B: No, not him.

4. ____________________ A: Who (plur)? Us?
____________________ B: No, not you (plur).

5. ____________________ A: Who (plur)? You (plur)?
____________________ B: No, not us.

6. ____________________ A: Who (plur)? Them?
____________________ B: No, not them.

1 E-5

Before doing this exercise, be sure that you have read and understood part 3 of the Note to the Student.

1. Weleyn? A: How are you feeling?
(lit: Are you fine?)
Mu weleyu. B: I'm not feeling well.

2. ____________________ A: How is he feeling?
____________________ B: He's not feeling well.

3. ____________________ A: How are you feeling?
Mu piam weleyu. B: Not too well. (piam:'more')

1 E-5 (Cont'd)

4. ____________________ A: How is he feeling?
____________________ B: Not too well.

5. ____________________ A: Do you see it?
____________________ B: No, I don't see it.

6. ____________________ A: Does he see it?
____________________ B: No, he doesn't see it.

1 E-6

Working with 1 M-2, assume that weley- is a verb stem meaning 'to be well'. If you add -y to this stem, it means 'I'm fine'. If you add -n to weley- making it into weleyn, what does the word mean? What would you do to weley- to make it mean 'He/she is fine'? Sêmatewit is another word for 'he's fine' (English: 'he's smart'). In this case -t, and not -g, indicates a third person 'he/she'. Using this new word, (1) state what is the stem, and (2) how you would say 'I'm fine', 'You're fine'. (See N.S., 3-) (Hand in for correction.)

1 E-7

Answer the following questions as completely as possible. (Your answers must be in Micmac.) (Hand in for correction.)

1. Tàn gĩl pegisinũsêp?
2. Tàn gitap pegisingês? (gitap: your friend —masculine)
3. Gatu witapesgwal? (witapesgwal: his friend —feminine)
4. Mè talèg gatu?
5. Gatu gĩl, mè taleyn?

1 E-8

Make up two questions in Micmac that can be answered by material taken from the C's and M's of this lesson. Be prepared to answer these questions orally since your teacher will ask them in class as a regular part of the lesson. (Hand in for correction.)

1 E-9

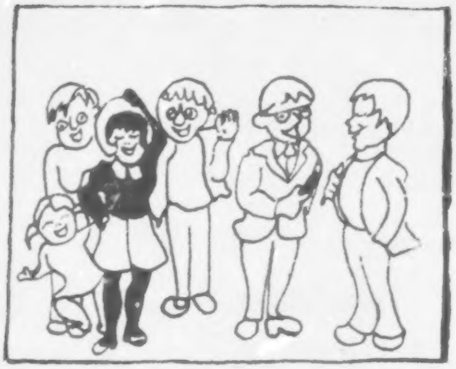
Now you too can write a conversation in Micmac. Working with the M-phrases (1 M-1 through 1 M-5), combine the sentences (as was done, for example, in 1 C-1, 1 C-2, and in the exercises) to make a new conversation. Make sure that the conversation is one that makes sense and is one that you would really use. Your teacher may ask you to dictate your conversation to the class. This will serve as a check on your pronunciation and at the same time provide the class with spelling practice. Save a copy of your conversation (this one and others to come) for the review lesson (lesson 5).

In order to help you follow the correct format, write your conversation ON A SEPARATE PAGE organized as the one which follows marked "Student Conversation Format". All of your conversations should be organized in that format and handed in to your teacher. He will choose the best of these student conversations and teach them as a part of the regular class material. This will serve as a review for everybody.

Writing a conversation is an easy job if you know the possibilities that are available to you. For example, the first lines of the M's (M-1, 2, 3, 4, 5) usually make up the very first conversation that you learn

1 E-9 (Cont'd)

(in this case 1 C-1). This is true for all of the lessons. The remaining lines can be combined to make up new dialogues or conversations. In fact, if all four lines of 1 M-1 could be freely combined with all four lines of 1 M-2, and that these in turn could be freely combined with all four lines of 1 M-3 which could also be freely combined with all four lines of 1 M-4, this would yield 256 possible new 4-line dialogues. (i.e.: 4 x 4 x 4 x 4). Furthermore, if you apply "operations", such as, for example, negation (as in 1 E-1) to the sentences in the M's, then the number of possible new four-line dialogues jumps to the thousands. It is especially the application of such operations that we will want to see you use in your conversations. A perfect conversation that does NOT show attempts at recombining sentences, at performing operations on sentences, and at being imaginative, will receive a LOWER grade than that one which does these things and has a few mistakes. Remember this in writing your conversation for this lesson and for lessons to come. Be creative!



1 E-9 (Cont'd)

Student Conversation Format:

Name:
Lesson:
Date:

Setting:

(Micmac)	(English)
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:

Note to the Student

(The purpose of this section is to give you grammatical information about the Micmac language and, occasionally, cultural information about the Micmac people. In every lesson you should read the 'Note to the Student' BEFORE and **AFTER** doing the exercises (the E-section). Reading it before doing the exercises will help you to to them. After having done the exercises, a rereading of the 'Note to the Student' will make the points discussed much more meaningful than in the first reading. The 'Note to the Student' is your key to understanding how the language works. The C's, M's, Phrases, and E's are your keys to making the language work for you---speaking it, reading it, writing it, being creative in it.)

1- In Micmac there is no gender distinction between 'he' and 'she'. Both 'he' and 'she' are represented by one pronoun, *negëm*. We will therefore only translate the pronoun as 'he' instead of 'he/she'. Note that the situation is similar with the English pronoun 'you' which applies to both men and women. This type of neutralization is even carried further in English in that 'you' does not distinguish between one person or a group (i.e.: singular or plural). These differences between Micmac and English will even become more pronounced as we go on.

2- In exercises 1 E-3 and 1 E-4, you were introduced to some of the free personal pronouns of Micmac. We call these "free" pronouns since they are not bound to the verb stem. For example, in *Mè talèg*, 'How is he?', the bound pronoun meaning 'he' is *-g*. The free pronoun can, however, be added for emphasis or clarification:

Note to the Student (Cont'd)

Mè talèg negêm?, 'Him, how is he?'. Some of the more common personal pronouns of Micmac as found on verbs such as weleyy, 'I'm fine' (stem weley-) are:

Free	Bound	
nīn	-y / -Ø	I (the -y pronoun will be discussed in Lesson 2)
ninen	-eg	we
gīl	-n	you
gilew	-oĝ	you (plur)
negêm	-g/-t	he (-t, also in Lesson 2)
negêmow	-gig (-g + ig)	they

Learn these forms well since there is much more to be discovered about personal pronouns such as, for example, inclusive and exclusive pronouns, dual and plural forms, and different bound pronoun forms for different verb classes.

3- In this lesson you have seen how nouns and pronouns are negated. This was done by introducing moĝwà mu before the noun phrase in question (see 1 E-1 and 1 E-4). Verb phrases, however, differ in that they add a negative marker, -u, to the stem. How they behave also depends upon the class of verb involved. (See list of verbs at end of text). For the moment, we will decide on the class of a verb by its ending in the first person, present tense, indicative mode. This is when a verb occurs in its most neutral state. For example, intransitive

* This final ĝ generally comes from an underlying g. You will not find -og, or -ag but rather -oĝ and -aĝ.

Note to the Student (Cont'd)

verbs (verbs without object) such as weleyy, 'I'm fine', stem: weley-, end in -y and will be considered as ey- verbs. We will, for now, also classify transitive verbs (verbs with objects) in this same fashion for the sake of simplicity. In later lessons, we will see how intransitive verbs differ from transitive verbs and also how negation, tense, mode, and other factors enter into determining verb classes. This will in part be covered in Lesson 2 and should not be of concern to you now. For the moment, however, we will only look at two verbs: one that ends in -ey and one that ends in -u. Carefully study how the negative is formed in the following intransitive ey- verb:

1.	Weleyy.	I'm fine.
	Mu weleyu.	I'm not fine.
2.	Weleyn.	You're fine.
	Mu weleyũn.	You're not fine.
3.	Welèg. (ey + g# → è + g#)	He's fine.
	Mu weleyug (also: mu weleygw).	He's not fine.

It is clear that with weleyy, an ey- verb, an -u is added to the verb stem (weley-) to form the negative. When added after the bound pronoun (see example 3. where both orderings are possible), this negative -u changes to a -w. * This suggests that verb negation is typically formed as follows: mu verb stem + u. The addition of this negative -u to the verb stem, however, is not reflected in the verb phrase when the verb already ends in -u (compare examples 4. and 5. with example 6). Carefully study how the negative is formed in the following u- verb:

[*] There is evidence that labialized w becomes -u interconsonantally (w → u/C — C). For example: ênsisgw, 'my face', ênsisgul, 'my faces'.

Note to the Student (Cont'd)

4.	Nemitu.	see it.
	Mu nemitu.	don't see it.
5.	Nemitûn. (u + n# → û + n#)	You see it. (Note long -û-)
	Mu nemitûn.	You don't see it.
6.	Nemitoq̂.	He sees it.
	Mu nemitug.	He doesn't see it.

When looking at examples 4. and 5., one would think that, in those two cases, the negative -u was not added. In fact, the negative -u is added to ALL verbs when in the negative. However, when the preceding vowel is already an u (or w), then u drops.

This same phenomenon occurs with the first person bound pronoun -y. When the verb stem ends in -i, then this first person marker drops. When the verb already ends in -u then the negative u drops:

7. sêmàtewi + y becomes sêmàtewi, 'I'm fine'. (person)
   mu nemitu + u becomes mu nemitu. (negative)
   mu nemitu + u + n becomes mu nemitûn. (negative)

There is much more to verb classes and their behavior than what examples 1. through 7. suggest. We will keep this as a surprise for later lessons. Remember, however, that all verbs take the negative -u ending, when negated, and that this is different from negation in nouns and pronouns. The following represents in an oversimplified manner what we have seen in forming negative phrases:

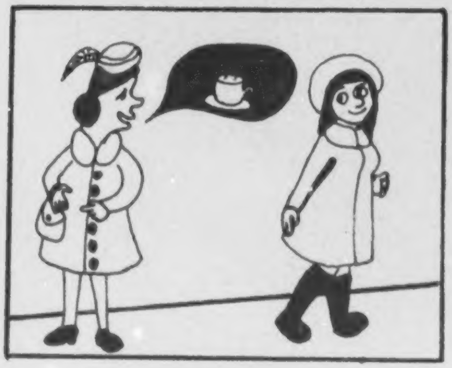
Negation: (1) mu noun/pronoun
(2) mu verb stem + u + pronoun
or mu verb stem + pronoun + w

Note to the Student (Cont'd)

4- In exercise 1 E-1, you encountered the form ala meaning 'that' (demonstrative). This form, however, was stated in 1 E-1 with a long vowel, alȁ, which could be translated as 'that over there'. The longer the final vowel of alȁ, the further away is the indication. Hence, alȁ... would indicate 'that, way... over there'.

LESSON 2

C-: converse, communicate



2 C-1

Susan and Mèli meet in town.

A:	Tami elien?	A:	Where are you going?
B:	Mu Tami. Gatu gĩl?	B:	Nowhere. How about you?
A:	Naji pêteweyèmay. Getù wijèwin?	A:	I'm going for a cup of tea. Do you want to come along?

2 C-1 (Cont'd)

B: Èe. Tami tet?	B: Yes. Where at?
A: Alã tet.	A: Over there (pointing with chin and lips).

M-: mimmic, memorize, manipulate

2 M-1

A: Tami elien?	A: Where are you going?
Tami el'tãyoĝ?	Where are you (plur) going?
Tami eliet?	Where is he going?
Tami el'tãjig?	Where are they going?

2 M-2

B: Mu tami.	B: Nowhere.
Mu gey'tu. (gejitu in Nova Scotia)	I don't know.
Mu gey'tueg.	We don't know.
Mu gey'tugw.	He doesn't know.
Mu gey'tũtigw.	They don't know.

2 M-3

A: Gatu gĩl?	A: How about you?
Gatu gilew?	How about you (plur)?
Gatu negêm?	How about him?
Gatu negêmow?	How about them?

2 M-4

B: Naji pêteweyèmay.	B: I'm going for some tea. (petew: broth; petewey: tea) (Lit: I'm going tea-having.)
Naji pêteweyèmàtieg.	We're going for some tea.
Naji pêteweyèmat.	He's going for some tea.
Naji pêteweyèmàtijig.	They're going for some tea.

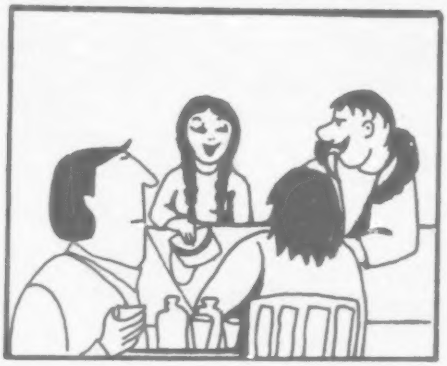
2 M-5

A:	Getù wijèwin?	A:	Do you want to come with me?
	Getù wijèwioĝ?		Do you (plur) want to come with me?
	Getù wijèwit?		Does he want to come with me?
	Getù wijèwijig?		Do they want to come with me?

2 M-6

B:	Alà tet.	B:	Over there (pointing). (The more the à is drawn out, the greater is the distance being referred to.)
	Ula tet.		Over here. (ula: this)
	Utang.		In town. (utan: town)
	Pièleg.		At Peter's.

C-: converse, communicate



2 C-2

An'têle and Pêlasua meet at college after the summer vacation.

A:	Mè taleyn?	A:	How are you?
B:	Weleyy.	B:	I'm fine.
A:	Tàn pegisinùsêp?	A:	When did you get here?
B:	Gejigow.	B:	A little while ago.

2 C-2 (Cont'd)

A:	Tami elien?	A:	Where are you going?
B:	Naji gȁffièmay.	B:	I'm going for some coffee.
	Getȗ wijèwin?		Do you want to come with me?
A:	Tam pasêg.	A:	Okay. (i.e.: Anything is OK!)
B:	Gatu negêm?	B:	How about him?
	Getȗ wijèwugsīgw?		Does he want to come with us?
A:	Èe, getȗ wijèwugsīgw.	A:	Yes, he wants to come with us.

Phrases to use in Class

Têlua!	Say it!
Êgsigawwa! (êgsigaw + wa)	Speak louder!
Êgsigaw têlua!	Say it louder!
Mè êgsigaw têlua!	Say it even louder!
Tal têluen_____?	How do you say_____?

Counting (continued from Lesson 1) (Gijja! : 'Count!')

asugom	six
êluigêneg	seven
ugumuljin	eight
pesgunateg	nine
newtisgȁĝ	ten

E-: exercise, expand, extrapolate

2 E-1

Do the following: (Pemember to always read the Note to the Student (pp 35-41) before doing the exercises.)

A 1. ____________________ A: You don't know.
____________________ B: Yes, I know.

2. ____________________ A: I don't know.
Èe, gey'tùn. B: Yes, you know.

3. Mu gey'tuoĝ. A: You (plur) don't know.
____________________ B: Yes, we know.

4. ____________________ A: He doesn't know.
____________ gey'toĝ. B: Yes, he knows.

5. ____________________ A: They don't know.
____________________ B: Yes, they know.

B 6. ____________________ A: I know.
____________________ B: No, you don't know.

7. ____________________ A: You know.
____________________ B: No, I don't know.

8. ____________________ A: You (plur) know.
____________________ B: No, we don't know.

9. ____________________ A: He knows.
____________________ B: No, he doesn't know.

10. ____________________ A: They know.
____________________ B: No, they don't know.

2 E-2

Do the following: (Lugwatèn wejgwitàĝal:)

A 1. ____________________ A: Do you want to come with me?
Èe, getù wijèwul. (wijèw + ul) B: Yes, I want to go with you. (wijèwey: I follow)

2 E-2 (Cont'd)

2.	____________________	A:	Do you (plur) want to come with me?
	Èe, getû wijèwuleg.	B:	Yes, we want to go with you.
3.	____________________	A:	Does he want to come with me?
	____________ wijèwêsg	B:	Yes, he wants to go with you.
4.	____________________	A:	Do they want to come with me?
	____________ wijèwêsgig.	B:	Yes, they want to go with you.
B 5.	____________________	A:	Do you want to come with me?
	____________ wijèwulu.	B:	No, I don't want to go with you.
6.	____________________	A:	Do you (plur) want to come with me?
	____________ wijèwulueg.	B:	No, we don't want to go with you.
7.	____________________	A:	Does he want to come with me?
	____________ wijèwulug.	B:	No, he doesn't want to go with you.
8.	____________________	A:	Do they want to come with me?
	____________ wijèwulùg.	B:	No, they don't want to go with you.

2 E-3

1.	____________________	A:	Where are you going?
	Eliey wen'jìguom newt.	B:	I'm going to house number one.
2.	____________________	A:	Where are you (plur) going?
	El'tāyeg ____________	B:	We're going to house number two.

2 E-3 (Cont'd)

3.	____________	A:	Where is he going?
	Fliet	B:	He's going to house number three.
4.	____________	A:	Where are they going?
	El'tàjig	B:	They're going to house number four.
5.	____________	A:	Where are you going?
	____________	B:	I'm going to house number six.
6.	____________	A:	Where are you (plur) going?
	____________	B:	We're going to house number seven.
7.	____________	A:	Where is he going?
	____________	B:	He's going to house number eight.
8.	____________	A:	Where are they going?
	____________	B:	They're going to house number ten.

2 E-4

Do the following and note the change in the numbers. Compare this to the previous exercise.

A 1.	Tegen giguow?	A:	Which is your house?
	Amgwesewey patatujg.	B:	The first one on the left.
2.	Tegen wiguow?	A:	Which is his house?
	Tàpuewey	B:	The second one on the left.
3.	____________ nigênen?	A:	Which is my house?
	____________	B:	The third one on the left.
4.	____________	A:	Which is your house?
	____________	B:	The fourth one on the left.

2 E-4 (Cont'd)

5. ________________ A: Which is his house?
________________ B: The fifth one on the left.

6. ________________ A: Which is my house?
________________ B: The sixth one on the left.

B 7. ________________ A: Which is your house?
________________ inaĝaneg. B: The seventh one on the right.

8. ________________ A: Which is his house?
________________ B: The eighth one on the right.

9. ________________ A: Which is my house?
________________ B: The ninth one on the right.

C 10. ________________ A: Which is your house?
________________ megwayg. B: The tenth one in the middle.

11. ________________ A: Which is his house?
________________ B: The first one in the middle.

12. ________________ A: Which is my house?
________________ B: The fourth one in the middle.

D 13. ________________ A: Which is your house?
Na nigantug eteg. B: That one ahead. (eteg: 'it is there')

14. ________________ A: Which is his house?
Na giasgiw nigantug eteg. B: That one straight ahead. (Lit: That one exactly ahead.)

2 E-5

Do the following exercise and note how some of the days of the week are based on numbers. Be sure to learn the new vocabulary.

1.	Tegen nàgweg gisgug?	A:	What day is it today?
	Amgwesewey eluqutimg.	B:	It's Monday. (Lit: the first work day)
2.	Gatu sapònug?	A:	How about tomorrow?
	Tâpuewey .	B:	It's Tuesday.
3.	Gatu igtigisapònug?	A:	How about the day after tomorrow?
	Sìstewey .	B:	It's Wednesday.
4.	Gatu ap igtigisapònug?	A:	How about the day after the day after tomorrow?
	Nêwewey .	B:	It's Thursday.
5.	Gatu ap igtig?	A:	And after that?
	Weltamultimg.	B:	It's Friday. (Lit: good-eating day)
6.	Aĝ igtig?	A:	And after that? (Lit: And the other?)
	Gespêteg.	B:	It's Saturday. (Lit: the last day) (gespèg: the end. This word gave 'Gaspé' meaning "land's end".)
7.	Gatu ugtejgewey?	A:	And the last one?
	Aĝan tièumg.	B:	It's Sunday. (Lit: week-day) (aĝan'tièw'ti: week)

2 E-6

Look at 2 M-3 and compare line 1 to line 2, and line 3 to line 4. How do the sentences change? How does the sound change affect the meaning? In other words what sounds make the utterance plural in line 2 and in line 4? A simpler example of how a sound change brings about a change in meaning is found in 2 M-6. Compare line 1 and 2 and state the words which mean 'here' and 'there' in Micmac. (Hand in for correction.)

2 E-7

Answer the following questions as completely as possible. (Hand in for correction.)

1. Tami elien nigê?
2. Tami eliet negêm?
3. Tami eliet gitap?
4. Gatu witapesgwal? Tami elielitêl?
5. Getû wijèwin naji pêteweyèmay?

2 E-8

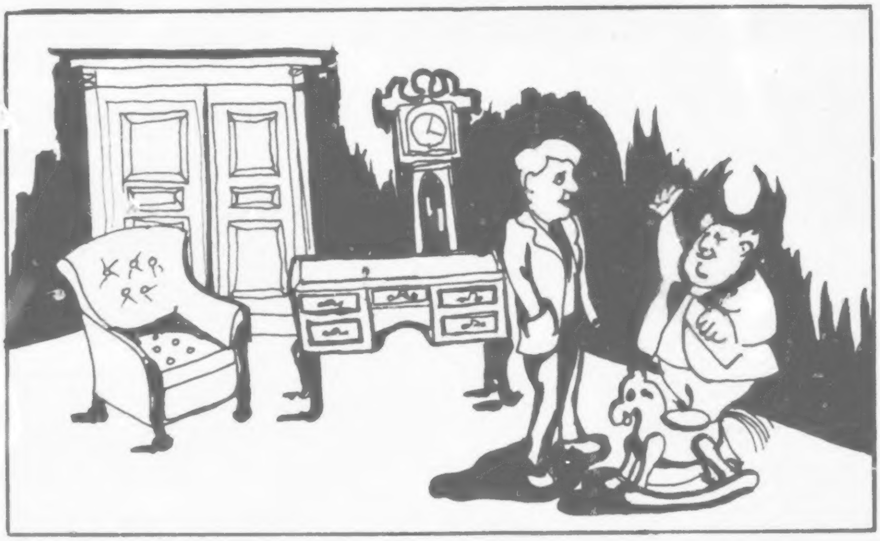
Make up three questions, in Micmac, that can be answered by material found in this lesson. Be prepared to answer these questions orally. (Hand in for correction.)

2 E-9

In the last lesson, you wrote a conversation in Micmac. This, you will recall, was based on the materials that you previously learned. Now you can do the same with this lesson's materials. However, you have more than this lesson to work with. You have that of the previous lesson too. This means that you can now write a longer and more complete conversation than before (as for example, 2 C-2). Try your hand at this and make an attempt at

2 E-9 (Cont'd)

using materials from the exercises. Note, by the way, how your ability to function in the language rapidly increases with each new lesson. Already, in lesson 2, you can use material from lesson 1 and 2 in writing a new conversation. Think of how this potential will increase when you reach lesson 5. And lesson 10? And lesson 15?! In addition, try to come up with new word combinations in the language. Experiment with it. Remember to save a copy of your conversation for the review lesson (lesson 5). (Hand in for correction.)



Note to the Student

1- The names for items not native to the Micmac are often borrowed from French or from English. (see the list entitled "Loan Words" at the end of the text.) This is the case with *gàffi* which comes from the English word 'coffee'. However, it is possible to create completely new terms to describe these imported items. These may or may not gain acceptance in popular usage. The exercise, however, still remains fun and creative. An example of such a creation to replace the loan-word *gàffi* is *wigunapu*. *Wigun* means 'bean' and *apu* means 'liquid'. You must remember that *gaffi* is the term presently in use in Micmac. Perhaps, some day, a term such as *wigunapu* will replace it. At the moment, however, if you were to order some *wigunapu* in a Micmac restaurant, you would be taking a chance as to what you would be served. (See list of "Created Words" at end of text.)

2- In Lesson 1, we had our first encounter with the notion of "verb class". We saw that we could refer to verbs on the basis of the last sound or sounds in which the verb stem ends. We also saw that certain types of verbs (i.e., verb classes) are subject to certain characteristic types of change. In what follows, we will examine new verb classes that are characteristic of what we will call the 'g-t alternation'.

We found in Lesson 1 that a *-g* added on to the verb *weley-* (before *+ g*, the *-y-* assimilates to the preceding vowel lengthening it) signals that a third person is involved. In other words, *welèg* means 'he's fine'. This *-g* third person, however, alternates with a *-t* third perso in certain classes of verbs as long as these verbs are not used in the negative.

Note to the Student (Cont'd)

If the verb is negated, then the -g third person is ALWAYS found. A few verb classes characteristic of this g-t alternation are àsi, e-, a-, à, verbs. In later lessons, we will again examine this alternation and state exactly after what verbs -g occurs. *

In the following verbs, the stem is given to indicate the class of verb that is involved and this is followed by the third person affirmative and negative to show the g-t alternation. Note that, except for verbs ending in -àsi, -ey, and -ay, the last vowel before the hyphen identifies the verb class.

1.	Apajàsi-	(stem)	To return (an àsi-verb)
	Apajàsit		He's returning
	Mu apajàsigw		He's not returning
2.	Elie-	(stem)	To go (an e-verb)
	Eliet		He's going
	Mu eliegw		He's not going
3.	Nepa-	(stem)	To sleep (an a-verb)
	Nepat		He's sleeping
	Mu nepagw		He's not sleeping
4.	Pisgwà-	(stem)	To enter (an à-verb)
	Pisgwàt		He's entering
	Mu pisgwàgw		He's not entering

In order to show you how to determine the stem of a verb, we will state the verbs of 1, 2, 3, and 4 above in the first and second person. Note that if you remove the

---

* It has been argued that -ti is the basic form of the third person. Final short i is deleted and t → g under specified conditions (Jim Fidelholtz, Micmac Morphophonemics, 1963 doctoral dissertation, M.I.T.)

Note to the Student (Cont'd)

second person -n from the verb, you are left with the stem:

5.	Apajàsi	I'm returning
	Apajàsin	You're returning
6.	Eliey	I'm going
	Elien	You're going
7.	Nepay	I'm sleeping
	Nepan	You're sleeping
8.	Pisgwày	I'm entering
	Pisgwàn	You're entering

In examples 6, 7, and 8 above we find that -y and not -0 marks the first person (see Lesson 1, Note to the Student, 2-). The stems in examples 6, 7, and 8 are elie-, nepa-, and pisgwà-. In example 5, the stem is apajàsi-. We identified the stem by examining the verb in the second person and by dropping the person ending. Consequently dropping the -n meaning 'you' of apajàsin, elien, nepan, pisgwàn left us with the stems apajàsi-, elie-, nepa-, pisgwà-. The way of identifying the stem of a verb must, however, be slightly modified for verbs such as nemitùn, 'you see it', where the -u- is lengthened because of the added -n. Remember that the stem is nemitu- with a short -u- when the -n is removed. We can now also state that the first person bound pronoun, -y, is added to all verbs. This is seen in elie + y giving eliey, nepa + y giving nepay, pisgwà + y giving pisgwày. This -y person marker drops when the verb stem already ends in -i as in apajàsi + y giving apajàsi and as in sêmàtewi + y giving sêmàtewi. This is also the case with u-verbs as for example in pegittu + y giving pegittu, 'I'm tardy'.* In other words, + y drops before the high vowels -i, -u.

---

* There is a sample list of verb paradigms at the end of the text. Familiarize yourself with it and use it as reference

Note to the Student (Cont'd)

3- The affix -èma-, as you saw it in 2 C-1 and 2 M-4, is really a verbalizer. That is, it changes a noun into a verb (an action word). Consequently, it also takes regular pronoun endings (see 2 M-4) as do other verbs. The meaning of this verbalizer can best be understood through the following examples:

1.	Pêteweyèmay. (pêtewey: tea)	I'm having tea. (Lit: I'm tea-ing)
2.	Gaffièmay. (gaffi: coffee)	I'm having coffee. (Lit: I'm coffee-ing)
3.	Partièmay. (parti: party)	I'm having a party. (Lit: I'm party-ing)
4.	Sgitûèmay. (sgitû: skidoo)	I'm skidooing. (snowmobiling)
5.	Atêlàyèmay. (atêlày: shirt)	I'm buying a shirt. (Lit: I'm shirt-ing)

Almost all parts of clothing can take the verbalizer -èma- (see example 5). This verbalizer is also very often used with loan words (see examples 2, 3, 4). Since you will encounter this verbalizer quite often, be aware of the meaning changes that it effects in nouns and see if you can recognize the new meanings that are created with its use.

4- In the M's of lesson 1 you were able to isolate meaningful elements by comparing utterances. That is, you were able to isolate those sounds that mean, for example, 'you', 'you (plur)', 'him', 'them', (see 1 M-5). You were also able to establish, by comparing utterances, in N.S. 2- 5. (apajàsi) that it is the ABSENCE of sound in a contrastive position that means 'I'. We will call this method of determining meaningful elements by comparing two or more utterances the COMPARING TECHNIQUE.

Note to the Student (Cont'd)

There are two things to pay attention to in applying the Comparing Technique. The first is how a change in a word brings about a change in meaning. For example, *negêm* means 'he/she'. Adding *-ow* to *negêm* giving *negêmow* means 'they/them'. The second thing to look for is the distribution (or position) in which a meaningful element occurs. For example in *negêmow*, the *-ow* occurs at the end (not at the beginning or in the middle) of the word. Once you know the position of an element, you can add it to other words to change their meanings. For example: *wilu* means 'his food'. *Wilùow* means 'their food'.

Now that you have applied the Comparing Technique and seen how well it works, you must also realize that, because of the great complexity of language it cannot always be applied without making certain sound adjustments This is obvious in words such as follows in English:

'electric'	(The word ends in a *k* sound as in '*k*itty')
'electricity'	(By adding -*ity*, one does not get electri*k*ity. Rather, the *k* sound becomes an *s* sound)

Applying the Comparing Technique to 'electric' and 'electricity' would lead us to perform the following segmentation:

electri/k
electri/sity

This would be a false segmentation for two reasons. The *k* sound of 'electric' is not a meaningful element. Also, the meaningful element in 'electricity' is not -*city* but rather -*ity* as in 'divin*ity*', 'masculin*ity*', 'femin*ity*', etc.

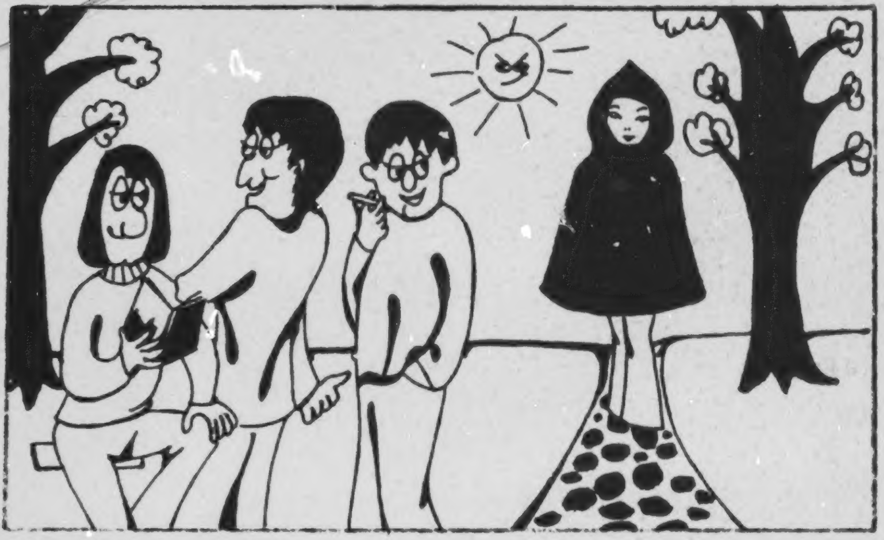
Note to the Student (Cont'd)

Working with Micmac, we find quite a few examples where sound adjustments (morphophonemics) take place when two meaningful units (morphemes) come together. Study the following three examples:

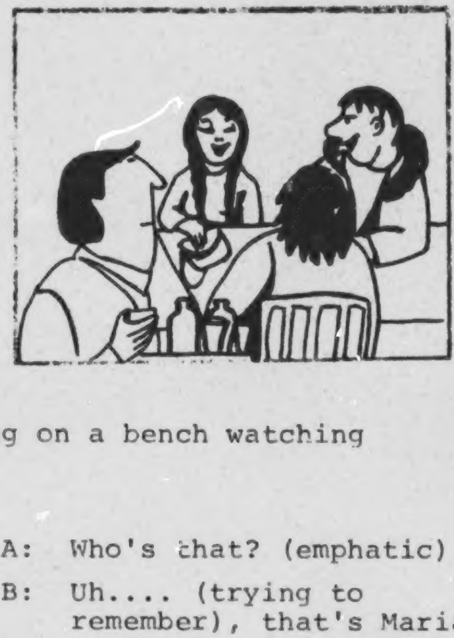
1. *gìl* 'you', *gilew* 'you' (plur), and NOT *gilow* (although this is heard in some dialects).
2. *mesgìg* 'it's big', *talgìg* 'how big it is' and NOT *talmesgìg*.
3. *nujiginàmuet* 'he's a teacher', *nujiginàmuejig* 'they two are teachers', and NOT *nujiginàmuetig*.

What should you remember from all of this? It's this: The Comparing Technique will enable you to get at the meaningful elements of a language in most instances. It may not work completely well in other cases, but it will at least get you close to what is a meaningful element. Remember also, that when you combine meaningful elements, certain sound adjustments may have to be made. These sound adjustments which are sometimes made when combining meaningful elements (morphemes) are known as morphophonemics in technical language. More important than knowing these terms is that you understand the processes that are involved. Remember the Comparing Technique and apply it as much as possible, especially to the M-variants of each lesson.

LESSON 3



C-: converse, communicate



3 C-1

An'têle and Pêlasua are sitting on a bench watching people pass by.

A: Wen ta na?	A: Who's that? (emphatic)
B: Aij ã...., Maliãn na.	B: Uh.... (trying to remember), that's Marianne.

3 C-1 (Cont'd)

A:	Tami têleyewit?	A:	Where is she from?
B:	Listugujg.	B:	Restigouche.
A:	Talluget tet?	A:	What's she doing here?
B:	Pejimittuget.	B:	She's visiting.

M-: mimmic, memorize, manipulate

3 M-1

A:	Wen ta net? (also: Wen net?)	A:	Who's that?
	Wen ta netig?		Who are they?
	Wen ta net ala?		Who's that? (pointing)
	Wen ta netig ala?		Who are they? (pointing)

3 M-2

B:	Mal'gêlit na.	B:	That's Margaret.
	Mal'gêlitewijig na.		That's Margaret and her friends. (Lit: Margaret's group)
	Pièl na.		That's Peter.
	Pièlewijig na.		That's Peter and his friends.

3 M-3

A:	Tami têleyewit?	A:	Where is she from?
	Tami têleyewijig?		Where are they (dual) from?
	Tami têleyeultijig? (-ulti-: 'plur')		Where are they (plur) from?
	Tami têleyewin?		Where are you from?
	Tami têleyewicoĝ?		Where are you (dual) from?
	Tami têleyeultioĝ?		Where are you (plur) from?

3 M-4

B:	Esgisoĝonig têleyewit.	B:	She's from Eskasoni.
	Waĝamêtgug têleyewijig.		They (dual) are from Nyanza.
	Oppiganjig têleyeultijig.		They (plur) are from Eel River Bar.
	Elsipugtug têleyewi.		I'm from Big Cove.
	Mala têleyewieg.		We (dual) are from Maria.
	Listugujg têleyeultieg.		We (plur) are from Restigouche.

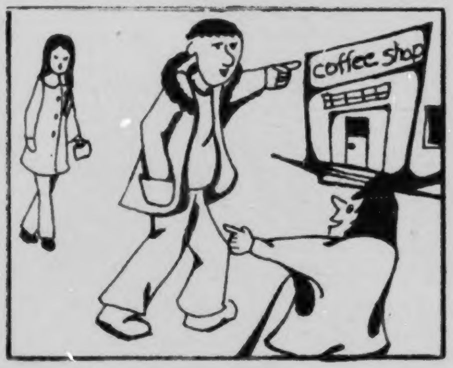
3 M-5

A:	Talluget tet? (tal + eluget)	A:	What is she doing here? (elugey: I'm working)
	Tallugejig tet?		What are they (dual) doing here?
	Tallugutijig tet?		What are they (plur) doing here?
	Tallugên tet?		What are you doing here?
	Tallugeyoĝ tet?		What are you (dual) doing here?
	Tallugutioĝ tet?		What are you (plur) doing here?

3 M-6

B:	Pejimittuget. (also: pejimittugwet)*	B:	She is visiting.
	Pejimittugejig.		They (dual) are visiting.
	Pejimittugutijig.		They (plur) are visiting.
	Pejimittugey.		I'm visiting.
	Pejimittugeyeg.		We (dual) are visiting.
	Pejimittugutieg.		We (plur) are visiting.

* A -uCV combination can optionally result in a labiallization of the consonant after the -u to give -uCwV.



C-: converse, communicate

3 C-2

An'têle and Pêlasua meet in front of the coffee shop.

A:	Mè taleyn?	A:	How are you?
B:	Nīna.	B:	Who me?
A:	Èe, gīl.	A:	Yes, you.
B:	Weleyy. Gatu gīl?	B:	I'm fine. How about you?
A:	Weleyy nīn.	A:	I'm fine too.
B:	Getũ wijèwin naji pêtèweyèmay?	B:	Do you want to come with me for tea?
A:	Èe, tami tet?	A:	Yes, where at?
B:	Nigênağ.	B:	At my place.
A:	(At that moment, a pretty girl walks by)		
	Wen ta net ala?		Who's that? (pointing)
	Mal'gêlit na?		Is that Margaret?
A:	Ee, Mal'gêlit na. Listugujg têleyewit.	A:	Yes, that's Margaret. She's from Restigouche.
B:	Teliağ na?	B:	Is that right?

Phrases to use in Class

Teliaĝ na?	Is that right?
Èe, teliaĝ.	Yes, that's right.
Nestêmên?	Do you understand?
Ēe, nestêm.	Yes, I understand.
Moĝwà, mu nestêmu.	No, I don't understand.

Counting (continued) (Gijja! : 'Count!')

newtisgàĝ je newt	eleven
" " " tāpu	twelve
" " " sīst	thirteen
" " " nēw	fourteen
" " " nān	fifteen
" " " asugom	sixteen
" " " êluigêneg	seventeen
" " " ugumuljin	eighteen
" " " pesgunateg	nineteen
tapuisgàĝ	twenty

E-: exercise, expand, extrapolate

3 E-1

Transform the following and note the changes that take place in the negative. Note the g-t alternation plus the added negative -w.

1.	Esgisoĝonig têleyewit?	A:	Is she from Eskasoni?
	Moĝwà, mu Esgisoĝonig têleyewigw.	B:	No, she's not from Eskasoni.
2.	______________________	A:	Is she from Restigouche?
	______________________	B:	No, she's not from Restigouche.

3 F-1 (Cont'd)

3.		A:	Is she from Nyanza?
		B:	No, she's not from Nyanza.
4.		A:	Is he from Eel River Bar?
		B:	No, he's not from Eel River Bar.
5.		A:	Is he from Big Cove?
		B:	No, he's not from Big Cove.
6.	Jipugtug	A:	Is he from Halifax?
		B:	No, he's not from Halifax.
7.	Ūnêmàgig	A:	Is he from Nova Scotia?
		B:	No, he's not from Nova Scotia.
8.	Mīgêmàgig	A:	Is he from Micmac country?
		B:	No, he's not from Micmac country.

3 F-2

Do the following: (Lugwatèn wejgwitàĝal:)

1.	Pièl net ala?	A:	Is that Peter over there?
	Moĝwà, mu Pièl na.	B:	No, that's not Peter.
	Etugjel witapal.		Maybe that's his friend (masculine).
2.	Sôsep	A:	Is that Joseph over there?
		B:	No, that's not Joseph.
			Maybe that's his friend.
3.	Nuel	A:	Is that Noel over there?
		B:	No, that's not Noel.
			Maybe that's his friend.

3 F-2 (Cont'd)

4. Susan ______________ A: Is that Susan over there?

______________________ B: No, that's not Susan.

_____________ witapesqwal. Maybe that's her friend (feminine)

5. ______________________ A: Is that Margaret over there?

______________________ B: No, that's not Margaret.

______________________ Maybe that's her friend.

6. Mèli ______________ A: Is that Mary over there?

______________________ B: No, that's not Mary.

______________________ Maybe that's her friend.

3 F-3

Lugwatèn wejgwitàgal: (The Note to the Student will be of help for this exercise.)

1. ______________________ A: What are you doing here?

______________ nigênaĝ. B: I'm visiting at my home.

2. ______________________ A: What are you (dual) doing here?

______________ wiguaĝ. B: We (dual) are visiting at his home.

3. ______________________ A: What are you (plur) doing here?

______________________ B: We (plur) are visiting at his home.

4. ______________________ A: What is she doing here?

______________________ B: She is visiting at my home.

5. Tallugejig tet? __________ A: What are they (dual) doing here?

Pejimittugejig __________ B: They (dual) are visiting my home.

3 E-3 (Cont'd)

6. ______________________ A: What are they (plur) doing here?

______________________ B: They (plur) are visiting at my home.

3 E-4

Do the following exercise. It patterns exactly as does 3 E-3.

1. ______________________ A: What are you doing?

Geginàmasi Mìgêmewey. B: I'm studying Micmac

2. ______________________ A: What are you (dual) doing?

______________________ B: We (dual) are studying Micmac.

3. ______________________ A: What are you (plur) doing?

______________________ B: We (plur) are studying Micmac.

4. ______________________ A: What is she doing?

______________________ B: She is studying.

5. ______________________ A: What are they (dual) doing?

______________________ B: They (dual) are studying.

6. ______________________ A: What are they (plur) doing?

______________________ B: They (plur) are studying.

3 E-5

In the following exercise you will learn the twelve months of the year in Micmac (see Note to the Student for a discussion of the thirteen-month system). The exercise also reviews the days of the week. Be sure to learn the new vocabulary.

3 E-5 (Cont'd)

1.	Tegen nàgweg Punamujuigùsgw nàn?	A:	What day is the fifth of January?
	Amgwesewey elugutimg.	B:	It's a Monday.
2.	________ Apigênajitewigùsgw nàn?	A:	What day is the fifth of February?
	Tàpuewey ________.	B:	It's a Tuesday.
3.	________ Siggwowigùsgw nàn?	A:	What day is the fifth of March?
	Sìstewey ________.	B:	It's a Wednesday.
4.	________ Penatêmuigùsgw nàn?	A:	What day is the fifth of April
	Nèwewey ________.	B:	It's a Thursday.
5.	________ Gisàĝewigùsgw nàn?	A:	What day is the fifth of May?
	Weltamultimg ________.	B:	It's a Friday.
6.	________ Usgewigùsgw nàn?	A:	What day is the fifth of June?
	Gespêteg ________.	B:	It's a Saturday.
7.	________ Nipênigùsgw nàn?	A:	What day is the fifth of July?
	Aĝantièumg ________.	B:	It's a Sunday.
8.	________ Gisègewigùsgw nàn?	A:	What day is the fifth of August?
	________	B:	It's a Monday.
9.	________ Majàtuigùsgw nàn?	A:	What day is the fifth of September?
	________	B:	It's a Wednesday.

3 E-5 (Cont'd)

10. ____________ Toĝàĝewigùsgw nàn? A: What day is the fifth of October?

_______________ B: It's a Friday.

11. ____________ Wigewigùsgw nàn? A: What day is the fifth of November?

_______________ B: It's a Tuesday.

12. ____________ Gesigewigùsgw nàn? A: What day is the fifth of December?

_______________ B: It's a Thursday.

3 E-6

Answer the following questions as completely as possible. (Hand in for correction.)

1. Wen ùt gitap?
2. Tami têleyewit?
3. Tami têleyewin?
4. Tàn pegisinùsêp?
5. Tami têlèg negêmow? Listugujg têlèg?

3 E-7

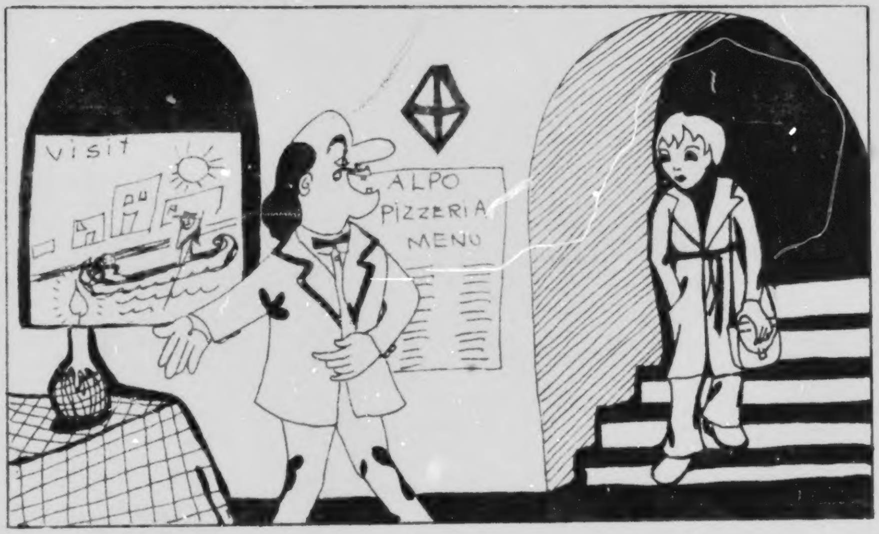
Make up three questions which can be answered from this lesson's material. Write these out in Micmac and be prepared to answer them orally. (Hand in for correction.)

3 E-8

Using the material that you have covered in the last three lessons, write a real-life conversation. To make it as real as possible, describe in English where and when your conversation takes place. State who's there and what the people involved are doing. This will provide the setting for your conversation. Do not be afraid to experiment

3 F-8 (Cont'd)

with the language. Try combining old words in new ways. Change sentences by making them negative, interrogative, etc. Experiment! (Hand in for correction.)


VISIT
ALPO
PIZZERIA
MENU

Note to the Student

1- Go back to lesson 2 and re-read the Note to the Student, part 4. Apply the Comparing Technique described there to the M-variants in this lesson. In particular, apply the Comparing Technique to 3 M-3. When this is done, apply the technique to the last three lines in 3 M-5 and also to the last three lines in 3 M-6. Make sure that you understand the Comparing Technique and can apply it before you go on.

2- In 3 M-3, 3 M-5, and 3 M-6, you have encountered the three numbers of Micmac. They are as follows:

singular: denotes one person or object
dual : denotes two persons or objects
plural : denotes three or more persons or objects *

The form of the dual and plural varies depending upon what person is being used. Carefully study the following examples involving the verb elugey, 'I work'. (stem: eluge-)

1.	Tallugen? (tał + eluge + n)	What are you doing? (second person) (Lit: How + work + you)
2.	Talluget?	What is he doing? (third person)
3.	Tallugeyoĝ?	What are you (dual) doing? (second person)
4.	Tallugejig?	What are they (dual) doing? (third person)
5.	Tallugutioĝ?	What are you (plur) doing? (second person)
6.	Tallugutijig?	What are they (plur) doing? (third person)

---

* The dual is NOT found with transitive verbs. In such cases, the feature 'plural' indicates 'two or more' rather than 'three or more' persons or objects.

Note to the Student (Cont'd)

In order to get at the differences in person, compare 1 with 2, 3 with 4, 5 with 6. To get at the number distinction, compare 1 with 3, 3 with 5, and 2 with 4, 4 with 6. We are now able to see how the forms differ:

1. Tallugen (sing)
3. Tallugeyoĝ (dual)
5. Tallugutioĝ (plur)

2. Talluget (sing)
4. Tallugejig (dual)
6. Tallugutijig (plur)

Memorize the endings that are added to the verb. Be sure that you know these few forms, because you will again be encountering the dual and plural along with variations of these two numbers in lessons to come.

3- At this point you should start to be familiar enough with the Micmac language to have a "feeling" for some of the processes that are at work. For example, in 3 E-4 you were required to make predictions based on a word that was introduced for the first time: geginâmasi 'I'm studying'. Using the stem of this word (geginâm-), you should be able to increase your intuition (i.e.: "feeling") for word-building processes in Micmac by carefully studying the following.

geginâmasi	I'm studying (Lit: I am teaching myself) (-as- makes the word reflexive)
ginâmasuti	Knowledge (Lit: self-teaching)

Note to the Student (Cont'd)

nujiginā̀masit	He's a student. (Lit: someone who does the action of teaching himself) (nuji- is an agentive)
nujiginā̀mut	A student (Lit: someone who is taught)
nujiginā̀muet	He's a teacher. (Lit: he teaches)
nujiginā̀mueg	It's a material aid in teaching. (e.g.: a book or any written materials for teaching)
nujiginā̀muũet	He's turning into (becoming) a teacher.
nujiginā̀muũeg	It's becoming (turning into) a book, etc.

4- In exercise 3 E-5, you were introduced to a Micmac twelve-month system which corresponds today to the western twelve-month system: January through December. It appears, however, that the original Micmac year was based on a thirteen-moon system each consisting of 28 days making up a 364-day year. This system makes use of the same twelve terms used for months in exercise 3 E-5 with the addition of Àĝatigũsg, meaning 'half-year moon'. It should be clear, however, that the thirteen-moon system preceded the twelve-month system and that the twelve-month system is a western-world adaptation.

In what follows you will be presented with the thirteen-moon system but without the corresponding English time-periods. By carefully studying the meanings of the thirteen terms, you will be able to identify the approximate time-of-year in question. (Tepgunset means 'moon' or 'month'; -wigũsgw is an ending which refers to 'moon' and is probably feminine because it ends in -isgw. For example: Wenuj: 'French man'; Wen'juīsgw: 'French woman'.)

Note to the Student (Cont'd)

Gisègewigûsgw	Festival moon or Harvest moon (gisèg: he has fun)
Majàtuigûsgw	Moving moon (majàtu: I move it) (Perhaps this refers to the time of the year when animals move to different feeding grounds because of the first deep snowfalls. This may also refer to the time when the Micmacs made their yearly migration from the sea coast to their interior wintering grounds.
Toĝâĝewigûsgw	Swimming-together moon (toĝâĝ: to swim together) (At this time of year, one can imagine seeing the water-fowl and their young ones swimming together.)
Wigewigûsgw	Fat moon (wigew: fat) (All of the animals are fat and ready for winter.)
Gesigewigûsgw	Winter moon (gesig: winter)
Punamujuigûsgw	Catfish moon (punamuj: catfish) (This is the season when catfish was caught)
Àĝatigûsgw	Half-year moon (âĝatàyg: half) (This marked the end of the ceremonial year and the beginning of the new one.)
Apigênajitewigûsgw	The snow-blinder moon (see Rand's dictionary) (apigênapi + igûsgw: 'snow-blinding moon') apigênapi: 'I'm snow-blind' (from apigên + alapi) nepapigwày: 'I'm blind'.
Siggwowigûsgw	Spring moon (siggw: spring)
Penatêmuigûsgw	Egg-laying moon (penatem: to lay eggs.)

Note to the Student (Cont'd)

Gisâĝewigûsgw	Able-to-swim moon (gisàĝ: he is able to swim) (All animals were able to swim at this time of the year because the ice was gone.)
Usgewigûsgw	Fishing moon (wesgey: I fish)
Nipênigûsgw	Summer moon (nipên, nipg: summer)

The following is one way to represent the thirteen-moon Micmac calendar. Removing the middle moon will give you the twelve-month western-world system.

Tepgun'setewey

Gisègewigûsgw	Majâtüigûsgw	Toĝàĝewigûsgw
Wigewigûsgw	Gesigewigûsgw	Punamujuigûsgw
	Àĝatigûsgw	
Apigênajitewigûsgw	Siggwowigûsgw	Penatêmuigûsgw
Gisaĝewigûsgw	Usgewigûsgw	Nipênigûsgw

Each of the moons listed in this calendar corresponds to 28 days —an exact 4 weeks. One could assume that the full moon marks the first day of each moon. In such a case, for the year 1976, the first day of Gisègewigûsgw would be

Note to the Student (Cont'd)

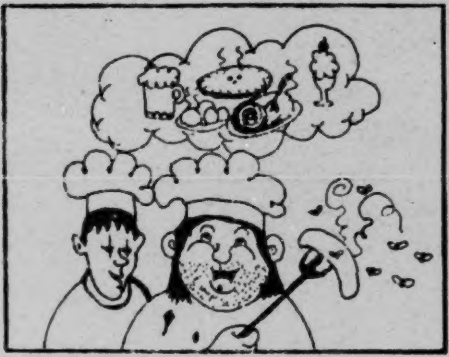
August 9th, the first day of Majàtuigûsgw would be September 8th, and so on. By this system, the first day of each Micmac moon would correspond to the day of the corresponding full-moon on the western month-calendar.

The following is an example of what Gisègewigûsgw might look like on a Micmac calendar (tepgun'setewey):

Gisègewigûsgw						
A	T	S	N	W	G	A
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

LESSON 4

C-: converse, communicate



4 C-1

Pièl inquires into the menu of the evening.

A:	Goĝey welàgewey?	A:	What's for supper?
B:	Tapêtang aĝ wius.	B:	Potatoes and meat.

4 C-1 (Cont'd)

A:	Gatu goĝey sisêmòĝonimàg?	A:	What would you like for dessert? (Lit: But something sweet?)
B:	Petaĝan gisna gêlitaĝ.	B:	Pie or berries.

M-: mimmic, memorize, manipulate

4 M-1

A:	Goĝey welàgwewey?	A:	What's for supper? (Lit: What's belonging to the night?)
	Goĝey mewliàgewey? (mewliàgweg + ewey)		What's for dinner? (Lit: What's belonging to noon?)
	Goĝey essippùgewey? (also: egsitpùgewey)		What's for breakfast? (Lit: What's belonging to morning?)

4 M-2

B:	Tapêtang aĝ wius ulàgewètew.	B:	We'll be having potatoes and meat for supper.
	Tiàmuey aĝ lentugewey ulàgewètew.		We'll be having moose meat and deer meat for supper.
	Piesgêminn aĝ nêmèjuey mewliàgewètew.		We'll be having corn (plur) and fish for dinner.
	Wàwul aĝ wisawoĝsasêg pipênaĝan essippùgewètew.		We'll be having eggs and toast for breakfast.

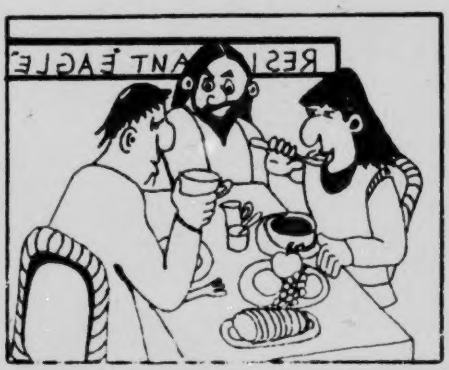
4 M-3

A:	Goĝey getutêmên? (getù + maĝutêmên)	A:	What would you like to eat? (getù-: to want)
	Goĝey getutêmên sisêmòĝonimàĝ?		What would you like to eat for dessert?
	Goĝey getugtêmatêmên? (getù + ugtêmatêmên)		What would you like to smoke? (wetêmatêm: 'I smoke it')
	Goĝey getù samuĝan?		What would you like to drink? (Lit: What want water?)

4 M-4

B:	Êgsatêmugg petaĝan gisna gêlitaĝ.	B:	I would like pie or berries. (gesatêm: 'I like it') (êgsatêmug!: 'Like it!' (dual and plur)) (êgsatêmugg: 'I would like it')
	Êgsatêmugg êpgumann gisna nipêmann.		I would like blueberries or cranberries.(sũun or sũnêl meaning 'cranberries' and gwimann meaning 'blueberries' are Nova Scotia terms)
	Êgsatêmugg wen'jusũn gisna gêmũjêming.		I would like an apple or raspberries. (gêmũj: wood)
	Êgsatêmugg gastiũmi aĝ mãw lusgênigên.		I would like molasses with pan bread. (aĝ mãw: and also)

C-: converse, communicate



4 C-2

An'têle joins friends for dinner in a restaurant.

A:	Tami el'tãyoĝ?	A:	Where are you (plur) going?
B:	Utang.	B:	To town.
A:	Goĝey ugjit?	A:	What for?
B:	Najatalultieg.	B:	We're going to eat.

4 C-2 (Cont'd)

A: Gè wijèuloĝop?	A: May I go with you (plur.)?
B: Èe, wijèwieg.	B: Yes, come along. (Lit: Come with us.)

(They sit in a restaurant)

A: Goĝey maĝutêmùg?	A: What are we having? (Lit: What are we eating?)
B: Gulgwīsuey maĝutêmênej.	B: Let's have some pork.
A: Pêtew maĝutêmùg?	A: Are you having broth?
B: Moĝwà, pasêg wius aĝ màw tapêtang.	B: No, just meat with potatoes.
A: Mè goĝey sisêmōĝonimàĝ maĝutêmùg?	A: Are we having dessert?
B: Èe, lagêlem aĝ lusgênigên.	B: Yes, cream and pan bread.

Phrases to use in Class

Sangew têlua!	Say it slower!
Mè menaĝa têlua!	Say it more clearly!
Ul'jaĝa jigsêtèn!	Listen carefully!

Telling Time:

A: Tàs ajiet?	A: What time is it?
B: Newt ajiet.	B: It's one o'clock.
B: Nàn ajiet.	B: It's five o'clock.
B: Êluigêneg ajiet.	B: It's seven o'clock.
B: Newtisgàĝ ajiet.	B: It's ten o'clock.
B: Mewliàgweg.	B: It's noon.
B: Aĝtatpàĝ.	B: It's midnight.
B: Newt ajiet miawitpàĝ.	B: It's one in the morning.
B: Newt ajiet gisimewliàgweg.	B: It's one in the afternoon.

Telling Time (Cont'd)

B:	Asugom ajiet welàgwèlèl.	B:	It's six in the evening.
B:	Newtisgàĝ je newt ajiet je àĝatàyg.	B:	It's eleven thirty.
B:	Galtie gẽsmu newt ajiegw.	B:	It's a quarter to one. (Lit: It's a quarter to not one) (gesmu: before)
B:	Newtisgàĝal minitêl gisi newt ajiet.	B:	It's ten after one. (Lit: It's ten minutes after one o'clock)
B:	Newtisgàĝal minitêl gẽsmu newt ajiegw.	B:	It's ten to one. (Lit: It's ten minutes before one o'clock)
B:	Tapuisgàĝal je nàn minitêl gẽsmu newt ajiegw.	B:	It's twenty-five to one.

From the previous examples on how to tell time, you should have learned how the Micmac divide the day into various time periods. Carefully study the following:

aĝtatpàĝ	midnight
miawitpàĝ	midnight until dawn
essippũg (also: egsitpũg)	dawn until noon
mewliàgweg (also: meliàgweg)	noon
gisimewliàgweg (also: gisimeliàgweg)	afternoon (noon until approx. 5 p.m.)
welàgwèlèl	evening (5 p.m. until dusk)
welàgw	night (dusk until midnight)

E-: exercise, expand, extrapolate

4 E-1

Do the following: (Lugwatèn wejgwitàĝal:)

1.	____________________	A:	What's for supper?
	____________________	B:	Potatoes and meat.

4 E-1 (Cont'd)

2. ____________________ A: What's for dinner?
   ____________________ B: Fish and corn.

3. ____________________ A: What's for breakfast?
   ____________________ B: Eggs and toast.

4. ____________________ A: What's for dessert?
   ____________________ B: Hot apple pie with cream.

5. ____________________ A: What would you like to drink?
   ____________________ B: Hot tea.

6. ____________________ A: What would you like to smoke?
   Têmaĝan. B: A pipe.

4 E-2

Negate the following: (-tênug is a negative suffix used with negative time-statements)

A 1. Aĝtatpàĝ? A: Is it midnight?
   Moĝwà, mu aĝtatpàĝtênug. B: No, it's not midnight.

2. ____________________ A: Is it noon?
   ____________________ B: No, it's not noon.

3. ____________________ A: Is it morning?
   ____________________ B: No, it's not morning.

4. ____________________ A: Is it evening?
   ____________________ B: No, it's not evening.

5. ____________________ A: Is it night?
   ____________________ B: No, it's not night.

4 E-2 (Cont'd)

B 6.	Weloĝotalultimg?	A:	Is it supper time?
	___	B:	No, it's not supper time.
7.	Mewliagwatalultimg?	A:	Is it dinner time?
	___	B:	No, it's not dinner time.
8.	___	A:	Is it breakfast time?
	___	B:	No, it's not breakfast time.
9.	___	A:	Is it one o'clock?
	___	B:	No, it's not one o'clock.
10.	___	A:	Is it ten o'clock?
	___	B:	No, it's not ten o'clock.
11.	___	A:	Is it one in the morning?
	___	B:	No, it's not one in the morning.
12.	___	A:	Is it eleven at night?
	___	B:	No, it's not eleven at night.
13.	___	A:	Is it three in the afternoon?
	___	B:	No, it's not three in the afternoon.
14.	___	A:	Is it a quarter past two?
	___	B:	No, it's not a quarter past two.
15.	___	A:	Is it a quarter to two?
	___	B:	No, it's not a quarter to two.

4 E-3

Lugwatèn wejgwitàĝal:

1.	Gìs newt ajiet?	A:	Is it one o'clock yet? (gìs: already, yet)
	Moĝwà, mè mênaĝ newt ajiettênug.	B:	No, it's not one o'clock yet. (mè mênaĝ: not yet)

4 E-3 (Cont'd)

2. ______________________ A: Is it six o'clock yet?
______________________ B: No, it's not six o'clock yet.

3. ______________________ A: Is it nine o'clock yet?
______________________ B: No, it's not nine o'clock yet.

4. ______________________ A: Is it eleven o'clock yet?
______________________ B: No, it's not eleven o'clo yet.

5. ______________________ A: Is it three-thirty yet?
______________________ B: No, it's not three-thirty yet.

6. ______________________ A: Is it twelve-thirty midnight yet?
______________________ B: No, it's not twelve-thirt midnight yet.
____

7. ______________________ A: Is it twelve-thirty noon
______________________ B: No, it's not twelve-thirt noon yet.
____

8. ______________________ A: It is a quarter to two ye
______________________ B: No, it's not a quarter to two yet.
____

9. ______________________ A: Is it twenty to three yet
______________________ B: No, it's not twenty to three yet.

10. ______________________ A: Is it five to four yet
______________________ B: No, it's not five to four yet.

4 E-4

Lugwatèn wejgwitâĝal:

1.	Gesatêmên lentugewey?	A:	Do you like deer meat?
	Èe, wigtêm lentugewey.	B:	Yes, I like the taste of deer meat.
2.		A:	Do you like moose meat?
		B:	Yes, I like the taste of moose meat.
3.	gêmùjêminey	A:	Do you like raspberry pie?
		B:	Yes, I like the taste of raspberry pie
4.		A:	Do you like blueberry pie with cream?
		B:	Yes, I like the taste of blueberry pie with cream.
5.		A:	Do you like the taste of cranberry pie?
		B:	Yes, I like the taste of cranberry pie.
6.	wetêman?	A:	Do you like to smoke?
	Èe, gesatêm wetêmay.	B:	Yes, I like to smoke. (Note: this is NOT 'I like the taste of')

4 E-5

Do the following and note that the third person is being used. Compare this to the previous exercise where the second person was being used.

1.	Wigtêg negêm lentugewey?	A:	Does he like the taste of deer meat?
	Èe, negêm màmunwigtêg lentugewey.	B:	Yes, he really likes the taste of deer meat.

4 E-5 (Cont'd)

2.	______________	A:	Does he like the taste of moose meat?
	______________ ______________	B:	Yes, he really likes the taste of moose meat.
3.	______________	A:	Does he like the taste of fish?
	______________ ______________	B:	Yes, he really likes the taste of fish.
4.	______ gopitewey?	A:	Does he like the taste of beaver?
	______________ ______________	B:	Yes, he really likes the taste of beaver.
5.	______ wapusuey?	A:	Does he like the taste of rabbit?
	______________ ______________	B:	Yes, he really likes the taste of rabbit.
6.	______ sulumgewey?	A:	Does he like the taste of wild goose?
	______________ ______________	B:	Yes, he really likes the taste of wild goose.
7.	______ tagêlĭjuey?	A:	Does he like the taste of domesticated goose?
	______________ ______________	B:	Yes, he really likes the taste of domesticated goos

4 E-6

Fill in the blanks in the following. The situation is that of a person ordering his food for the day.

1.	______ ______	A:	What would you like to eat today?
	Ugjit essippŭgewey, êgsatêmugg.	B:	For breakfast, I would like toast and eggs. (gesatêm: 'I like it'; êgsatêmugg: 'I would like it/them')

4 E-6 (Cont'd)

	______________________	B:	For dinner, I would like fish and corn.
	______________ ______	B:	For supper, I would like moose meat and potatoes.
2.	_____________ ________	A:	What would you like to drink?
	______________ gàffi.	B:	For breakfast, I would like coffee.
	______________________	B:	For dinner, I would like tea.
	______________________	B:	For supper, I would like milk.
3.	______________________	A:	What would you like for dessert?
	________ pasgoĝsigên ______________________	B:	For breakfast, I would like jam with my toast.
	______________________	B:	For dinner, I would like baked apples.
	____ gastiũmiey gègs ______________________	B:	For supper, I would like molasses cake. (Lit: ..cake made from molasses)

4 E-7

Answer the following questions as completely as possible.

(Hand in for correction.)

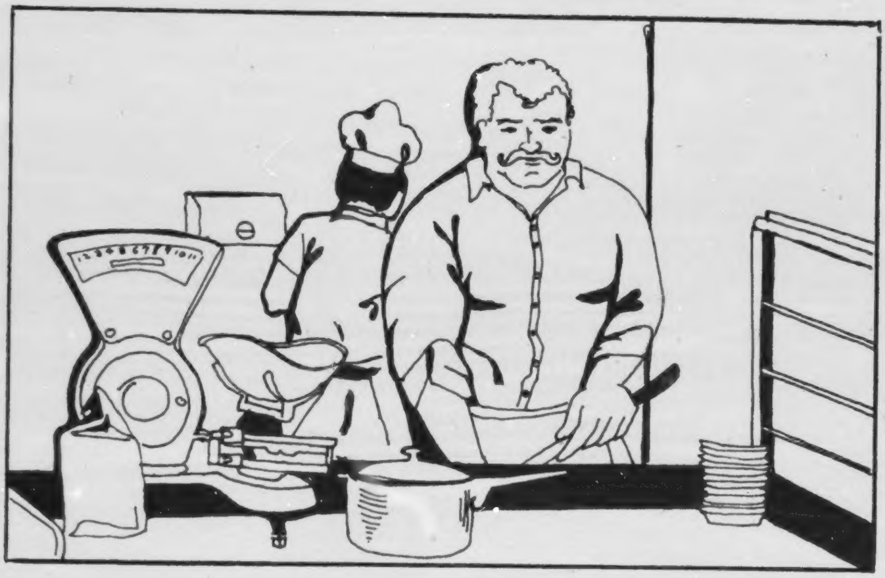
1. Goĝey welàgwewey?
2. Goĝey welàgwewey ugjit negêmow?
3. Goĝey mewliàgewey ugjit ginu?
4. Goĝey essippùgewey ugjit gilew?
5. Têlimi ta goĝel wigtêmênn sisêmõĝonimàĝal?
   (têlimi: tell me)
   (tà goĝèl: what things)

4 E-8

Make up four questions, in Micmac, which can be answered from this lesson's material. Be prepared to answer them orally. (Hand in for correction.)

4 E-9

Use the materials that you've covered in the first four lessons to write a conversation. This time assume that the conversation involves three people: An'têle, Pêlasua, and Susan. Be prepared to dictate this conversation in class to your classmates. Remember also that the next lesson is a review lesson. Have your conversation ready for your teacher to use in class as part of the review.



Note to the Student

1- In M-4 of this lesson, we find that sùun means 'cranberries' in Nova Scotia Micmac, and that wen'jusùun means 'apples'. By applying the comparing technique, we can segment the word wen'jusùun into wen'ju + sùun. This suggests that 'apples', in Micmac, are described as being some kind of cranberry. The word Wenuj means 'French'. * When this word is combined with another word, it changes to wen'ju- or wen'ji-. We therefore find that wen'jusùun literally means 'French cranberries' and in fact refers to apples. This suggests that apples were not known to the Micmacs, and when these were first seen by them, they were identified as a species of cranberries brought in by the French. The morphology of the following words supports this hypothesis:

wen'jitiàm	'cow'	(Lit: French moose)
wen'jìguom	'house'	(Lit: French wigwam)
wen'jùtègen	'to box'	(Lit: to French-fight)
wen'jùney (Rand's dictionary)	'to breed'	(i.e.: to reproduce like the French)
wen'jùey	'to act silly'	(i.e.: to act like the French)

---

* Romeo Labillois suggests as a possibility that the word Wenuj comes from Wen ùt? 'Who's that?' In partial support of this, one finds t-j alternations in Micmac when a short vowel precedes -t-, (t → j / V̌ _ + i) as in talluget + ig → tallugejig. It could be that in a set expression such as Wen ùt? being used as a noun meaning 'the French', the vowel ù- shortened thus resulting in: Wen ut + ig (plural) for 'Who are they?' Such a form would result in Wen ujig and perhaps later drop the plural -ig for singular referents resulting in Wen uj. All of this is of course speculation and cannot be established for certain.

Note to the Student (Cont'd)

2- The borrowing of proper nouns in Micmac is also interesting because of what they reflect about the time of Indian-White contact. Many person names were borrowed from French and have no counterparts borrowed from English. For example, Pêlasua, meaning 'Frank' comes from French, "François". The Nova Scotia pronunciation, Plansue, may come from Acadian French. This, however, is only a speculation since there are systematic e-a alternations between Nova Scotia Micmac and Quebec Micmac, for example: Moĝe - Moĝa.

One would suspect that nouns such as Plansue and Pêlasua were borrowed during the period of French contact (Jacques Cartier, 1534-) before the English came (1760-) since they have no counterparts borrowed from English. Other person names, however, have been borrowed twice in Micmac: once from English, and once from French. For example: Pièl from 'Pierre', and Pitta from 'Peter'. Note that Pitta is very close to the British pronunciation of 'Peter', with aspirated intervocallic -t- and r-less ending. If the Canadian or American pronunciation of 'Peter' were borrowed into Micmac, one would expect: Pìta. This, however, is not found. Other person names borrowed from French and English are: *

Jègêp	Jacob	(English)
Jaggop	Jacob	(French)
Tumàj	Thomas	(English)
Tuma	Thomas	(French)

---

* See list of loan words and borrowed names at end of text.

Note to the Student (Cont'd)

Maygêl	Michael	(English)
Misèl	Michel	(French)
Mèli	Mary	(English)
Mali	Marie	(French)
Màli	The Virgin Mary (a religious name)	

How the distinction between Mali and Màli came about remains a puzzle. Clearly, both terms are from French because of the a-vowel. In addition, Màli appears to be a catholic term, this coinciding with the religion of the French. One may speculate that Màli comes from religious songs where the sung a-vowel is long as, for example, in "Ave Maria". The distinction between Màli and Mali could also have been introduced by priests who wanted to distinguish the Virgin Mary from all other Mary's. Clearly, given the lack of evidence on this matter, only speculative guesses can be made.

3- In order to understand some of the material co[illegible]ed in this lesson, we will now briefly examine gende[illegible] in Micmac. This will again be discussed in more detail in lessons to come (see Lesson 8). In Micmac, nouns are classified into two gender categories: animate or inanimate. The plural of animate nouns is made by adding a -g or Vg (where V is a vowel). The plural of inanimate nouns is made by adding an -l or -Vl. For example:

tapêtan	potato	(animate)
tapêtang	potatoes	(animate, plur)
tiàm	moose	(animate)
tiàmug	moose	(animate, plur)

Note to the Student (Cont'd)

but:

wàw	egg	(inanimate)
wàwul	eggs	(inanimate, plur)
pêtaw'ti	table	(inanimate)
pêtaw'tĩl *	tables	(inanimate, plur)

Nouns which are inanimate and end in -n, form the plural by assimilating the -l. That is, -nl becomes -nn. For example:

gwitên	canoe	(inanimate)
gwitênn (gwitênêl in Nova Scotia)	canoes	(inanimate, plur)

Nouns which are animate and end in -g form the plural by adding the expected -g. The result is a noun ending in -gg. This is pronounced with more aspiration than the single -g. For example:

lentug	deer	(animate)
lentugg	deer	(animate, plur)

Gender in nouns has to be recognized other than only for reasons of plural formation. For example, verbs and adjectives also show the gender of the noun. Note the following:

Nemitu newtè gwitên	I see one canoe	(inanimate, si
Nemituann nangêl gwitênn	I see five canoes	(inanimate, pl
Nemĩg newtèjit tiàm	I see one moose	(animate, sing
Nemĩgig nànijig tiàmug	I see five moose	(animate, plur

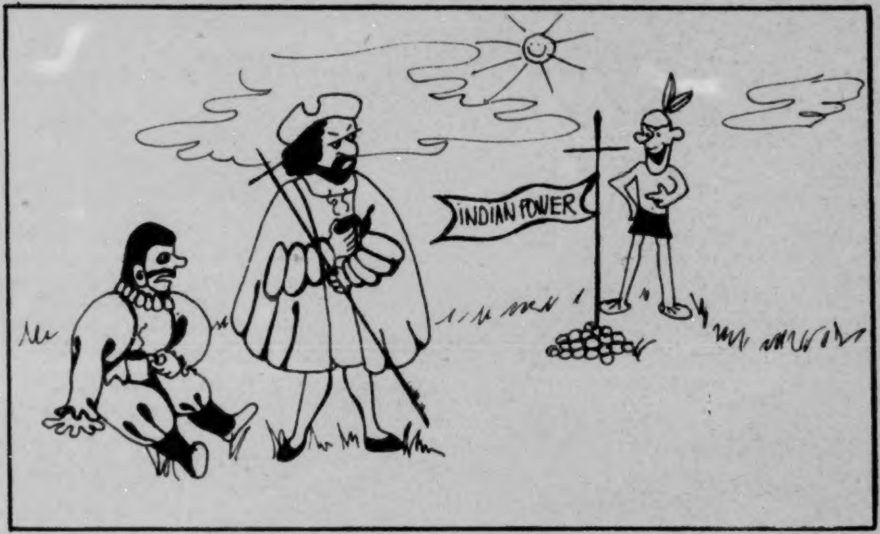
A vowel lengthens before a final single-consonant morpheme. ($V \rightarrow \grave{V} /\_\_ + C \#$)

Note to the Student (Cont'd)

In order to understand this lesson and those to follow, it is important that you have an idea of what to expect from a language that has gender. For example, you will expect that all nouns in Micmac will fall into two categories: animate or inanimate. The category that a noun is in will in turn determine the type of plural ending that it takes and also the shape of an adjective modifying it. It even affects the form of the ending on the verb. Keep this in mind when studying this lesson and those to come.

4- Finally, let's end with a bit of entertaining speculation. We have seen terms for a few loan words and also for vegetables. Can you figure out how the word for 'rice' came about: apjelmultimgewèl, 'rice' (Lit: 'that which I eat which keeps me laughing'). Apjelmi means 'I laugh myself to death'. If you want to know what is humorous about rice, think of French. In French, rice is 'riz' and is homophonous with 'ris' meaning 'laugh'. 'Je ris', 'tu ris', 'il rit', is 'I laugh', 'you laugh', 'he laughs' and has a relatively high frequency of occurence. The homophonous word 'riz', however, occurs less frequently. Micmacs in the 18th and 19th century probably knew a lot of French. In support of this are the many french loan words that we find in Micmac. Upon hearing 'rice' called 'riz', Micmacs probably equated it with the verb 'rire' and coined a Micmac word believed to be the semantic equivalent of 'rice': apjelmultimgewèl, 'the laughing food'.

LESSON 5 (REVIEW)



C-: converse, communicate

(TEACHER: Assign E-1 of this lesson right away. Collect the assignments at the start of the next class and be ready to do 5 E-1 as a part of this lesson.)

5 C-1

Pêlasua meets Pièl and Sàn after a summer vacation.
(Note that three people are involved in this conversation.)

A:	Mè taleyn, Pièl?	A:	How are you, Peter?
B:	Weleyy.	B:	I'm fine.
A:	Wen ŭt gitap?	A:	Who's your friend?
B:	Sàn na. Listugujg têleyewit.	B:	That's John. He's from Restigouche.

5 C-1 (Cont'd)

Pêlasua turns to Sãn.

A:	Mè taleyn Sãn? Tãn pegisinũsêp?	A:	Hello John. When did you get here?
C:	Ulagu.	C:	Yesterday.
A:	Tami getgunīsêp?	A:	Where did you spend the night?
C:	Nitap wiguaĝ.	C:	At my friend's home.

5 C-2

An'têle and Pièl are sitting outside on a bench and talking as a group of people walk by in the direction of the coffee shop.

A:	Tami el'tãjig ala negêmow?	A:	Where are they doing (pointing with chin and lips)?
B:	Mu gey'tu. Gè naji pipanim.	B:	I don't know. Go ask them.

(Comes back after asking)

A:	Naji pêteweyèmãtijig.	A:	They are going for tea.
B:	Wijèuggig?	B:	Shall we go with them?
A:	Tami tet?	A:	Where at?
B:	Alã tet.	B:	Right over there (pointing).

5 C-3

Pièl and Mèli ask about the new people in school.

A:	Wen net ala?	A:	Who's that over there?
B:	An'têle na.	B:	That's Andrew.
A:	Tami têleyewit?	A:	Where's he from?
B:	Esgisoĝonig.	B:	Eskasoni.

5 C-3 (Cont'd)

A:	Tân pegisingês?	A:	When did he get here?
B:	Sepey.	B:	This morning.
A:	Teliaĝ na?	A:	Is that right?
B:	Èe.	B:	Yes.

5 C-4

An'têle is invited for supper at Susan's house.

A:	Goĝey maĝutêmũg ulònug?	A:	What are we eating tonight?
B:	Tiàmuey aĝ lusgênigên.	B:	Moose meat and pan bread.
A:	Lusgênigên? Mu epteg pipênaĝan?	A:	Pan bread? Not hot bread?
B:	Moĝwà, paseĝ lusgênigên.	B:	No, just pan bread.
A:	Goĝey sisêmòĝonimàĝ maĝutêmũg?	A:	Are we having dessert?
B:	Èe, êpgumann aĝ lagêlem.	B:	Yes, blueberries and cream.
A:	Ulatalultitesnu à!	A:	Gee, we're going to have a good meal!

E-: exercise, expand, extrapolate

5 E-1

At the end of each lesson, you had to write a new conversation. You should therefore now have four such conversations. Pick the best (the most realistic and the most complex) of these four conversations, modify it to make it better (more detailed and more imaginative), and hand it in. The teacher will choose the best four or five of these conversations and add them to this lesson for review. These conversations will then be learned and performed by the class as were C-1 through C-4 of this review lesson.

5 E-2

Free conversation: Close your books and converse with your teacher on subjects that you have covered to date. Make use of the vocabulary that you know and DO NOT SLIP INTO ENGLISH. In order to get the conversation going, imagine the following:

1. You and your teacher meet at school after the summer vacation.
2. You and your teacher are going to eat at the cafeteria. You inquire into the menu.
3. You meet your teacher in town and ask where he's going.

5 E-3

Repeat 5 E-2 but with another student instead of with the teacher. Students should be paired in two's and do this exercise simultaneously. The teacher will walk around and help pairs of students requiring assistance.

5 E-4

Using the folded-page technique (fold your pages down the center so that the English is on one side and the Micmac on the other), review the C's, the M's, and the E's of each lesson (lessons 1 through 4). In reviewing the E's, you may find it easier to only review those exercises which can be done with the folded-page technique, such as, for example, 1 E-1. Try to do this entire review rapidly. As you review, if you hesitate with some part of any lesson, mark that part with an 'X' (in pencil). After class, practice with the tapes those parts marked with X's. As you learn them, erase the X's. Be sure that this is done before starting lesson 6 since every five lessons make up a unit and every unit is a building-block in your ability to speak Micmac. When we leave the first unit (lessons 1-5)

5 E-4 (Cont'd)

to start the second unit (lessons 6-10) we assume that the first unit is WELL-KNOWN (learned) and do not return to it. This is therefore your last chance to do any "catching-up" in lessons 1-5.

5 E-5

Answer the following questions in Micmac. The answers are found in the C's of this lesson. (Hand in for correction.)

1. Talluisijig jĩnêmug Pêlasua weltesguaji?
   (jĩnêm: man)
   (weltesgaĝ: I meet him)
2. Talluisilitêl Piẽl witapal aĝ tami têleyewilitêl?
3. Tãn pegisingês Sãn?
4. Tami getgunis Sãn?
5. Tami el'tãjig ala negêmow mimajuinũg?
   (mimajuinu: a person)
6. Tami An'têle têleyewit?
7. Tãn pegisingês?
8. Goĝey maĝutêmĩtij Piẽl wiguaĝ ulõnug?
9. Tegen maĝutêmĩtij? Lusgênigên gisna epteg pipenaĝan?
   (tegen: which)
10. Gatu goĝey sisêmõĝonimãĝ?

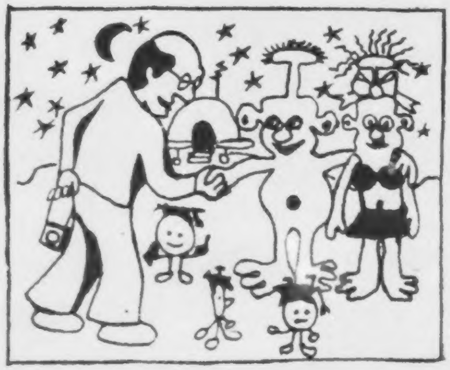
5 E-6

Make up five questions, in Micmac, which can be answered from material covered in the C's of this lesson. Be prepared to answer them orally. (Hand in for correction.)

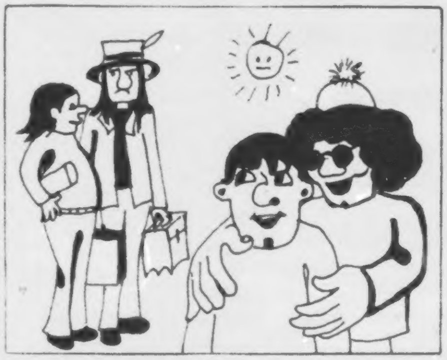
5 E-7

In Micmac, make up a little story to go along with each of the following pictures: (Hand in for correction and do orally.)

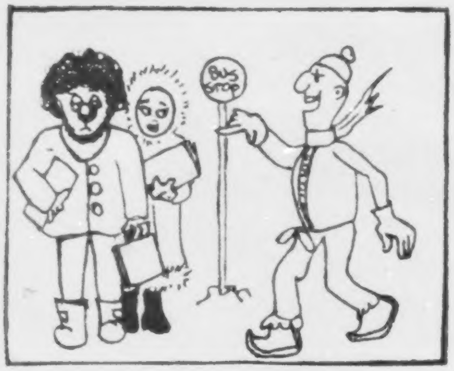
1.



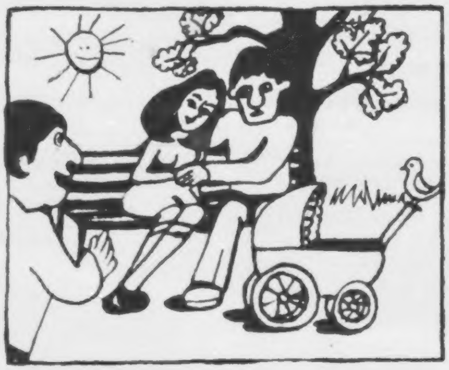
2.



3.



4.



5 D-8

Read the following story and answer the questions found immediately after it.

Nīn teluisi Pièl. Listugujg têleyewi. Sepey pegisinap ùt tet Esgisoĝonig. Êmsêt wen welèg Listugujg. Pêlasua aĝ An'têle negêmow têleyewijig Esgisoĝonig. Negêmow na nitapaĝ ùt tet Esgisoĝonig. Getguniap Pêlasua wiguaĝ, aĝ ulònug nīn êgtuguniàs An'têle wiguaĝ. Sepey ninên maĝĝutêmegêp lusgênigên aĝ lagêlem. Gatu ulònug maĝĝuttesnen gulgwīsuey aĝ tapêtang. Ugjit sisêmōĝonimàĝ ninen maĝĝuttesnen êpgumaney petaĝan. Sapònug nīn apajàsi Listugujg.

Vocabulary

êgtuguniàs	:	I will sleep at...
apajàsi	:	I return
ùt tet	:	right here, over here
getguniap	:	I slept at (-ap: past tense)
ugjit	:	because, for

Answer the following questions in Micmac: (Hand in for correction.)

1. Tami Pièl têleyewit?
2. Tàn pegisingês?
3. Talōltijig Listugujg?
4. Taluisijig Pièl witapa?
5. Tami têleyewijig?
6. Tami Pièl etêligtugunis (was sleeping)?
7. Tami têligtugunitew Pièl ulònug?
8. Goĝey Pièl aĝ witapa maĝĝutêmītis sepey?

5 E-8 (Cont'd)

9. Gatu goĝey maĝĝuttaĝ ulònug?

10. Goĝey maĝĝuttaĝ ugjit sisêmōĝonimàĝ?

11. Tànug Pièl apajàsit Listugujg?
(tànug: when)

(TEACHER: In anticipation of Lesson 10 when Glooscap stories will be introduced, we recommend the following film:

Glooscap Country
13 minutes 45 seconds, color
16 mm: 106C 0162 025

This film is available from the National Film Board of Canada. By ordering now, you should have it in time for use with Lesson 10.)

LESSON 6 (Geginàmasimg 6)

C-: converse, communicate

PARTY
FREE BEER

6 C-1

Pêlasua meets a fisherman on the wharf.

A: Taluisin?	A: What's your name?
B: Pièl.	B: Peter.
A: Tallugen?	A: What are you doing?
B: Etêllugey.	B: I'm working.

6 C-1 (Cont'd)

A:	Talamũg êgtêlugowaĝan?	A:	What kind of work do you do?
B:	Têm'têmuègey.	B:	I fish for oysters.
A:	Megêtèjig gatu?	A:	Are you getting very many?
B:	Moĝwà, êl'pa mò goĝey.	B:	No, nothing at all. (mò is an emphatic variant of mu)

M-: mimmic, memorize, manipulate

6 M-1 (Note the occurence of tal- in the following questions.)

A:	Taluisit negêm (or ala)? (tal + wisun: how + name)	A:	What's his name? (If you use ala, you must point.)
	Taluisijig negêmow?		What are their (dual) names?
	Taluisultijig negêmow (or ala)?		What are their (plur) names?
	Taluisin gĩl?		What's your name?
	Taluisioĝ gilew?		What are your (dual) names?
	Taluisultioĝ gilew?		What are your (plur) names?

6 M-2 (Note the occurence of tel- in the following answers.)

B:	Negêm teluisit Pièl.	B:	His name is Peter.
	Negêmow teluisijig Sãm aĝ Etuèl.		Their (dual) names are Sam and Edward.
	Negêmow teluisultijig Sõsep, An'têle, aĝ Nuel.		Their (plur) names are Joseph, Andrew, and Noel.
	Nĩn teluisi Pinès.		My name is Bernice.
	Ninen teluisieg Ema aĝ Gêlèla.		Our names (dual,exl) are Emma and Clara.
	Ninen teluisultieg Jini, Sũ, aĝ Telès.		Our (plur,exc) names are Jeannie, Sue, and Theresa.

6 M-3

A:	Talluget?	A:	What is he doing? (tel + eluget: how + he works)
	Tallugejig?		What are they (dual) doing?
	Tallugutijig?		What are they (plur) doing?
	Tallugen?		What are you doing?
	Tallugeyoĝ?		What are you (dual) doing?
	Tallugutioĝ?		What are you (plur) doing?

6 M-4

B:	Etêlluget. (etêli + elugey: progressive + I work)	B:	He's working. (eteli + eluget: progressive + he works)
	Etêllugejig.		They (dual) are working.
	Etêllugutijig.		They (plur) are working.
	Etêllugey.		I'm working.
	Etêllugeyeg.		We (dual,exc) are working.
	Etêllugutieg.		We (plur,exc) are working.

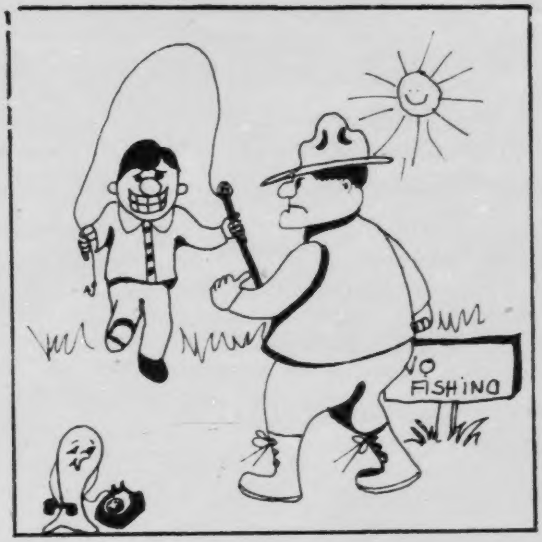
6 M-5 (Underlining of the English indicates emphasis and the appearance of the free pronoun in Micmac.)

A:	Talamùg ugtêlugowaĝan negêm (or ala)?	A:	What kind of work does he do? (tal + amùg: how + kind)
	Talamùg ugtêlugowaĝanuow negêmow (or ala)?		What kind of work do they (dual & plur) do?
	Talamùg êgtêlugowaĝan gĩl?		What kind of work do you do?
	Talamùg êgtêlugowaĝanuow gilew?		What kind of work do you (dual & plur) do?

6 M-6

B:	Jagejuèget.	B:	He fishes for lobster.
	Jagejuègejig.		They (dual) fish for lobster.
	Jagejuègàtijig.		They (plur) fish for lobster.
	Jagejuègey.		I fish for lobster.
	Jagejuègeyeg.		We (dual,exc) fish for lobster.
	Jagejuègàtieg.		We (plur,exc) fish for lobster.

C-: converse, communicate



6 C-2

Maliàn talks to two new people in the culture center.

A:	Taluisioĝ gilew?	A:	What are your (dual) names?
B:	Nìn Pièl, aĝ negêm An'têle.	B:	I'm Peter, and he's Andrew.
A:	Tami têleyewioĝ?	A:	Where are you (dual) from?
B:	Putêloteg têleyewieg.		We (dual,exc) are from Barra Head.
A:	Êpjilàtigw.	A:	Make yourselves (dual) at home.

6 C-3

A:	Taluisit?	A:	What's his name?
B:	Gapêlièl.	B:	Gabriel.
A:	Talamùg ugtêlugowaĝan negêm?	A:	What kind of work does he do?
B:	Aij à..., aij à..., jagejuèget.	B:	Uh..., uh..., (trying to remember), he fishes for lobster.
A:	Megêtàji negêm?	A:	Is he getting very many?
B:	Èe, megêtàji.	B:	Yes, he's getting a lot.

Phrases to use in Class

êpjilàsi	make yourself at home (sing)
êpjilàtigw	make yourselves at home (dual)
êpjilitàgw	make yourselves at home (plur)

Are there any other phrases that you would like to know? Make up a short list (in English) and hand it to your teacher. These useful expressions that you want to learn will be introduced by your teacher as part of the lesson.

Counting (Gijjaĝan)

Do you still remember how to count from 1-20? If not, review this in lessons 1 through 4. Afterwards, continue counting with the following numbers:

newtisgàĝ	10		asugom tesisgàĝ	60
tapuisgàĝ	20		êluigêneg tesisgàĝ	70
nesisgàĝ	30		ugumuljin tesisgàĝ	80
newisgàĝ	40		pesgunateg tesisgàĝ	90
nanisgàĝ	50	(newt)	gasgiptênaĝan	100

E-: exercise, expand, extrapolate

6 E-1

Fill in the blanks and provide the appropriate answer. (When doing the exercise orally, answer with your own name or with your classmates' names.)

1.	Taluisin?	A:	What's your name?
	Nîna? Pièl.	B:	Who me? Peter.
2.	______	A:	What's his name?
	Negêma? Tuma.	B:	Who him (pointing)? Tom.
3.	______	A:	What's my name?
	Gîla? Sèla.	B:	Who you? Sarah.
4.	______	A:	What are your (dual) names?
	Ninena? Pêlasua aĝ Sòsep.	B:	Who us? Frank and Joseph.
5.	______	A:	What are your names (plur)?
	______	B:	Who us? Mary, Suzan, Helen, and Catherine.
	______		
6.	______	A:	What are their (dual) names?
	______	B:	Who them (pointing)?
	Negêmow na Selòm aĝ Pàl.		That's Jerome and Paul.
7.	______	A:	What are their (plur) names?
	______	B:	Who them (pointing)?
	______		That's Louis, Mathew and Jacob.
8.	______ -ultieg ninen?	A:	What are our (plur,exc) names?
	______	B:	Who you (plur)?
	______		Jerome, Isaac and Jeannie.
9.	______ -ultîgw ginu?	A:	What are our (plur,inc) names?
	______	B:	Who us (inc)?
	______		Marianne, Mabel and Ruthy.

6 E-2

Fill in the blanks and make sure that you learn the names of the new occupations being introduced in this exercise.

1.	____________	A:	What kind of work do you do?
	____________	B:	I fish for oysters.
2.	____________	A:	What kind of work does he do?
	Jagejuèget.	B:	He fishes for lobster.
3.	____________	A:	What kind of work do you do?
	Nêmèjuègey.	B:	I fish. (i.e.: fishing as an occupation)
4.	____________	A:	What kind of work does he do?
	Wesget.	B:	He fishes for sport.
5.	____________	A:	What kind of work do you do?
	Gêmŭjègey. (also: gêmŭjuègey)	B:	I'm a lumberjack. (i.e.: I get wood.)
6.	____________	A:	What kind of work does he do?
	Pugsugèget. (also: pugsugwèget)	B:	He gets firewood.
7.	____________	A:	What kind of work do you do?
	Nujiginămasi.	B:	I'm a student. (Lit: I teach myself.)
8.	____________	A:	What kind of work does he do?
	Nujiginămuet.	B:	He's a teacher.

6 E-3

Lugwatèn wejgwitàĝal: (Read sections 4 and 5 of the Note to the Student before doing this exercise.)

A 1.	Tallugen? (tal +eluge + n)	A:	What are you doing?
	Etêlatal.	B:	I'm eating.
2.	______________	A:	What is he doing?
	______________	B:	He's eating.
3.	______________	A:	What am I doing?
	-nn. (-ln → -nn)	B:	You are eating.
B 4.	____________ ___	A:	What are you (dual) doing?
	Etêlginàmasieg.	B:	We (dual,exc) are studying.
5.	______________	A:	What are you (plur) doing?
	______________	B:	We (plur,exc) are studying.
6.	______________	A:	What are they (dual) doing?
	______________	B:	They (dual) are studying.
7.	______________	A:	What are they (plur) doing?
	______________	B:	They (plur) are studying.
C 8.	Gey'tùn tàn ginu tellugeygw?	A:	Do you know what we (dual,inc) are doing?
	Èe, etêlginàmasìgw.	B:	Yes, we (dual,inc) are studying.
9.	tellugutìgw?	A:	Do you know what we (plur,inc) are doing?
	-ultìgw.	B:	Yes, we (plur,inc) are studying.
10.	tellugeyeg?	A:	Do you know what we (dual,exc) are doing?
	-ioĝ.	B:	Yes, you (dual) are studying.
11.	tellugutieg?	A:	Do you know what we (plur,exc) are doing?
	-ultioĝ.	B:	Yes, you (plur) are studying.

6 F-4

Do the following exercise in Micmac. Write it out and hand it in for correction.

1. Ask two people what is their occupation.
2. Ask two people what they are doing (not their occupation).
3. Ask what someone over there (pointing) is doing.
4. Ask what a bunch of people over there (pointing) are doing.
5. Ask a bunch of people what is their occupation.

6 E-5

Provide the answers to the questions in 6 E-4. State as occupation 'student' or use the verb 'studying'. Write out this exercise and hand it in for correction.

6 E-6

Answer the following in the negative and note the occurence of naji, meaning 'in the process of'. Note that numbers 6 and 7 cannot take naji because 'lumberjack' and 'fisherman' are occupations or nouns rather than actions or verbs.

1a.	Naji jagejuègen?	A:	Are you going fishing for lobster?
	Moĝwà, mu naji jagejuègew.	B:	No, I'm not going fishing for lobster.
1b.	Naji jagejuèget?	A:	Is he going fishing for lobster.
	Moĝwà, mu jagejuègegw.	B:	No, he's not going fishing for lobster.
2a.	Najiwsgen? (naji + wesgen)	A:	Are you going fishing?
	________	B:	No, I'm not going fishing.
2b.	Najiwsget?	A:	Is he going fishing?
	________	B:	No, he's not going fishing.

6 E-6 (Cont'd)

3a.	Naji têm'têmuègen?	A:	Are you going oyster trapping?
	____________	B:	No, I'm not going oyster trapping.
3b.	____________	A:	Is he going oyster trapping?
	____________	B:	No, he's not going oyster trapping.
4a.	Naji lentuqowègen?	A:	Are you going deer hunting?
	____________	B:	No, I'm not going deer hunting.
4b.	____________	A:	Is he going deer hunting?
	____________	B:	No, he's not going deer hunting.
5a.	Naji pugsugègen?	A:	Are you going to get firewood?
	____________	B:	No, I'm not going to get firewood.
5b.	____________	A:	Is he going to get firewood?
	____________	B:	No, he's not going to get firewood.
6a.	Gêmūjègewinuin?	A:	Are you a lumberjack? (a woodsman)
	____________	B:	No, I'm not a lumberjack.
6b.	____________	A:	Is he a lumberjack?
	____________	B:	No, he's not a lumberjack.
7a.	Usgewinuin?	A:	Are you a fisherman?
	____________	B:	No, I'm not a fisherman.

6 E-7

Lugwatèn wejgwitàĝal:

1.	Mègêtèjig?	A:	Are you getting many?
	Moĝwà, mu megêtàĝig.	B:	No, I'm not getting many.
2.	Mègêtòĝig?	A:	Are you (dual & plur) getting many?
	________________ ________, mu megêtàĝatjig.	B:	No, we (plur,exc) are not getting many.
3.	Mègêtàji?	A:	Is he getting many?
	________________-gwi.		No, he's not getting many.
4.	________________	A:	Are they getting very many?
	________________	B:	No, they are not getting very many.

6 E-8

Write a dialogue based on this lesson's material. You may use any material that has already been covered. Make sure to include the use of dual and plural in your conversation. Also, when you use 'we', state whether it is inclusive or exclusive. (Hand in for correction.)

6 E-9

Answer the following questions in Micmac:
(Hand in for correction.)

1. Talamùg êgtêlugowaĝan?
2. Talamùg ugtêlugowaĝan gitap?
3. Gelùsin usgewinu? (gelùsin: 'You are good...')
4. Megêtèjig nêmèjig? (also: nemejg)

6 E-10

Carefully read the following paragraph making sure that you understand it well. Then, in Micmac, rewrite the paragraph negating what is not true about you. (Hand in for correction.)

Nĩn teluisi Tuma. Nĩn gesatêm aĝ gelùsi nemèjugewinu. Nĩn yapjiw wesgatêm gàtewey aĝ jijuaĝa jagejuègey. Gatu mè megêtègig gàtaĝ jemu jagejg.

New vocabulary:

gesatêm	I like it
yapjiw	usually
gàtewey	eel meat
jijuaĝa	sometimes
mè-...jemu	more...than

6 E-11

Answer the following questions in Micmac: (Hand in for correction.)

1. Taluisit gitap?
2. Gatu gĩl, taluisin?
3. Talamùg gitap ugtêlugowaĝan?
4. Gatu gujj, talluget negêm? (gujj: your father)
5. Tàn tujĩw jagejuègen, megetèjig?

6 E-12

Read this paragraph and answer the questions that follow:

Nĩn teluisi Saĝamaw Mopeltu. Nĩn têleyewi Esgisoĝonig aĝ nĩn na jagejuègewinu. Nĩn wesgey têlià tàn samuĝan màmunatgwig aĝ iapjiw megêtègig. Tàn tujĩw nitap negêm wesgej, êlpa moĝwà goĝey.

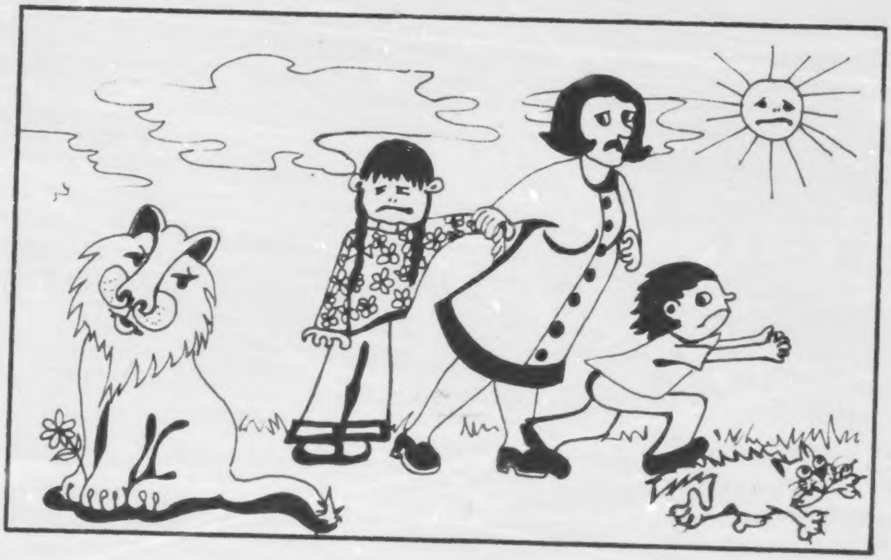
6 E-12 (Cont'd)

Vocabulary:

têliâ	even
tân tujîw	when
yapjiw	usually

Questions: (Hand in for correction.)

1. Tami têleyewit Saĝəmaw Mopeltu?
2. Talamùg negêm ugtèlugowaĝan?
3. Megêtàji gatu?
4. Gatu witapal? Megêtàji?



Note to the Student

1- Have you been able to figure out the difference between ginu and ninen, both of which are translated as 'we' in English? In Micmac, as well as in other Algonquian languages, there are two ways of saying 'we': 'we inclusive' and 'we exclusive'. 'We inclusive' means: all of us INCLUDING the person addressed. 'We exclusive' means: all of us EXCLUDING the person addressed. To clarify the distinction between 'we (inc)' and 'we (exc)', consider the following situation: As you are walking down the road, two friends pull up in their car and you ask them: "Where are you going?" They answer: "We are going to town". 'We' in this case excludes you, the person addressed, and refers to the two people in the car. This is a situation where ninen would be used in Micmac. Now assume that as you are walking down the road, your two friends drive up, stop, they open the door, you climb in, and all three of you drive away. At this point you say: "By the way, where are we going" 'We' in this case includes the person (or persons) you are addressing and refers to all three of you. This is a situation where ginu would be used in Micmac.

The free personal pronouns of Micmac are (compare to Lesson 1, Note to the Student):

Nīn	I
Gīl	You (singular)
Negêm	He/she
Ninen	We (exclusive)
Ginu	We (inclusive)
Gilew	You (plural)
Negêmow	They

Note to the Student (Cont'd)

The distinction between we (inc) and we (exc) is a very important one to know for exacting communication. Make believe, for a moment, that you are watching a western movie. Imagine that the Lone Ranger and Tonto are under attack by Indians and are losing the battle. The Lone Ranger turns to Tonto and says: "What do we do now, Tonto?" But Tonto, being a Micmac, knows that there are two 'we's' and answers: "What do you mean "we"? We're winning." The Lone Ranger's 'we' was ginu. Tonto's answer was with nınen.

Bound pronouns also show inclusive-exclusive distinctions. Observe this in the following paradigm with the verb gaĝami, 'I stand up' given in the present time and with the negative. Note also that singular-plural-dual distinctions are made since gaĝami is an intransitive verb (a verb without an object). Transitive verbs (verbs with objects) normally only make singular-plural distinctions. Be sure to learn the endings that occur on gaĝami- since these are characteristic of what is found on i-verbs.

1.

Free Pronoun	Verb plus Bound Pronoun	Bound Pronouns plus Number	
nīn	gaĝami	-Ø	I stand up
gīl	gaĝami	-n	You stand up
negêm	gaĝamit	-t	He stands up
ginu	gaĝamīgw	-īgw	We (inc,dual) stand up
ginu	gaĝamultīgw	-ult + īgw	We (inc,plur) stand up
nınen	gaĝamieg	-ieg.	We (exc,dual) stand up
nınen	gaĝamultieg	-ult + ieg	We (exc,plur) stand up
gilew	gaĝamioĝ	-ioĝ	You (dual) stand up
gilew	gaĝamultioĝ	-ult + ioĝ	You (plur) stand up
negêmow	gaĝamijig	-ijig	They (dual) stand up
negêmow	gaĝamultijig	-ult + ijig	They (plur) stand up

Note to the Student (Cont'd)

Free Pronoun	Verb plus Bound Pronoun	Bound Pronouns plus Number	
na *	gaĝamig	-ig	It (that thing) stands up (subject is inanimate)
naal	gaĝamigêl	-ig + êl	Those things (dual) stand up (inanimate)
naal *	gaĝamultigêl	-ult + ig + êl	Those things (plur) stand up (inanimate)

In the following, compare each form with the corresponding form in 1. Note where the negative occurs and the changes that take place.

2. Verb plus Negative

mu gaĝamiw	I don't stand up
mu gaĝamiwn	you don't stand up
mu gaĝamigw	he doesn't stand up
mu gaĝamiggw (from: gaĝamīgw + w)	we (inc,dual) don't stand up
mu gaĝamultiggw (from: gaĝamultīgw + w)	we (inc,plur) don't stand up
mu gaĝamiweg	we (exc,dual) don't stand up
mu gaĝamultiweg	we (esc,plur) don't stand up
mu gaĝamiwoĝ	you (dual) don't stand up
mu gaĝamultiwoĝ	you (plur) don't stand up
mu gaĝamīgw	they (dual) don't stand up
mu gaĝamultīgw	they (plur) don't stand up
mu gaĝaminug	it (inanimate) doesn't stand up
mu gaĝaminugêl	those things (dual,inanimate) don't stand up
mu gaĝaminultinugêl	those things (plur,inanimate) don't stand up

---

* na means 'that thing' animate or inanimate. naig means 'those things' animate only. You will see later that na can also be a copula meaning 'to be'.

Note to the Student (Cont'd)

2- In 6 C-1, you encountered the word êgtêlugowaĝan, meaning 'your profession'. Êgt- is the possessive prefix meaning 'your' and usually occurs in conjunction with a suffix -êm (to be discussed in lesson 9). There are a few words where the -êm suffix is not obligatory. 'Profession' is such a word. However, the suffix -êm is also allowed on such words. In the following three nouns, the -êm appears to be optional.

1. êgtêlugowaĝan or êgtêlugowaĝanêm
   your profession
2. êgtuīgatigên or êgtuīgatigênêm
   your book
3. êgtàgwesên or êgtàgwesênêm
   your hat

A good rule of thumb is to always use the -êm suffix if in doubt.

Possession in Micmac still takes another form. This happens when the noun being possessed always occurs with a possessive pronoun. We refer to this special class of noun as "possessed nouns". Most possessed nouns are found in two general categories of meaning: (1) relatives such as 'your father' (see 6 E-10), etc., and (2) body parts such as 'your foot', etc. Possessed nouns take special possessive prefixes and are never suffixed with -êm. This, however, will be discussed in detail in lessons 9 and 11.

Note to the Student (Cont'd)

3- In 6 M-3 you have seen that by adding -wège-, a verbalizer, to a noun such as 'fish', 'lobster', etc. you make that noun into a verb. For example: jagejuègey (Lit: I lobster-fish), têm'têmuègey (Lit: I oyster-fish), nêmèjuègey (Lit: I fish-fish). Note however that you can also say wesgey meaning 'I fish'. This does not have the -wègey ending and does not specify the object being fished. Egwitamey (a Nova Scotia term) is an intransitive verb meaning 'I fish in general' and does not specify the object being fished. Note, however, that wesgey and egwitamey, as is the case with all of the derived verbs ending in -wègey, end in -e and pattern as other e-verbs. (See Lesson 2, Note to the Student, and verb paradigms at end of text.)

4- Using the word wesgey meaning 'I fish' let's take a peek at what will be covered in later lessons. In the following examples we will see how the progressive, as well as some past and future tenses are formed in Micmac. Note how the stem changes with the addition of an affix:

etêliwsgey (etêli + wesgey)	I'm fishing (i.e.: at the moment I'm performing the action of fishing.)
najiwsgey (naji + wesgey)	I'm going fishing (i.e.: at the moment I'm on my way to a place where I will fish.)
apiwsgey (api + wesgey)	I've been fishing' (i.e.: I am returning from fishing.)
wesgàp or wesgeyap (wesgey + ap)	I fished (i.e.: in the past I fished.)
usgâs or usgeyas (wesgey + as)	I will fish (i.e.: in the future I plan on going fishing, but not right at this moment.)

Note to the Student (Cont'd)

From now on, when you encounter the preverbs naji- or api- on a verb, or the suffixes -yap (also -àp) or -yas (also -às) on a verb, you will know that a past or a future tense is being formed Etêli- is a progressive preverb and indicates that the action is actually taking place at the time the statement is being made. Etêli- corresponds to the '-ing' ending in English (see 'I'm fishing' in contrast to 'I fish' (6 M-4). The -i- of etêli- drops when the following sound is a consonant (to be seen in lesson 7). It stays when the following sound is a vowel (see this lesson). * This is characteristic of all preverbs. Note also that etêli- can also be used with tenses other than only the present tense. For example:

Etêliwsgàp or etêliwsgeyap   I was fishing.

5- In the M-variants and exercises of this lesson, you encountered the form tal- or tali-. This form is used in questions. Note, however, that tel- or teli- is used in answers. For example:

---

* This phenomenon is exactly the opposite of what one would expect and seems to be restricted to a type of affix often described as preverbs. Such preverbs, we will later see, are really verbs that combine with other verbs to form compound verbs, the result being an "aspectual" system. Verb compounding therefore appears to be the mechanism used for indicating aspect in Micmac. Consequently, this eliminates the need for the category "preverb" which, on independent grounds, is also not justified as a substantive universal. There is no evidence that the category "preverb" is a member of the set of universal categories required, along with formal universals, to adequately characterize all natural languages.

Note to the Student (Cont'd)

1.	Taluisin?	What's your name? (wisun: 'name')
	Teluisi Tuma.	My name is Tom.
2.	Talamũg êgtêlugowaĝan?	What kind of work do you do?
	Tellugey êstêgè Tuma.	I do the same kind of work as Tom does.

Note that this alternation between tali- in questions and teli- in answers extends to têli- in the negative and in the future. In the following examples, the verb is wesuàtu, 'I take it'.

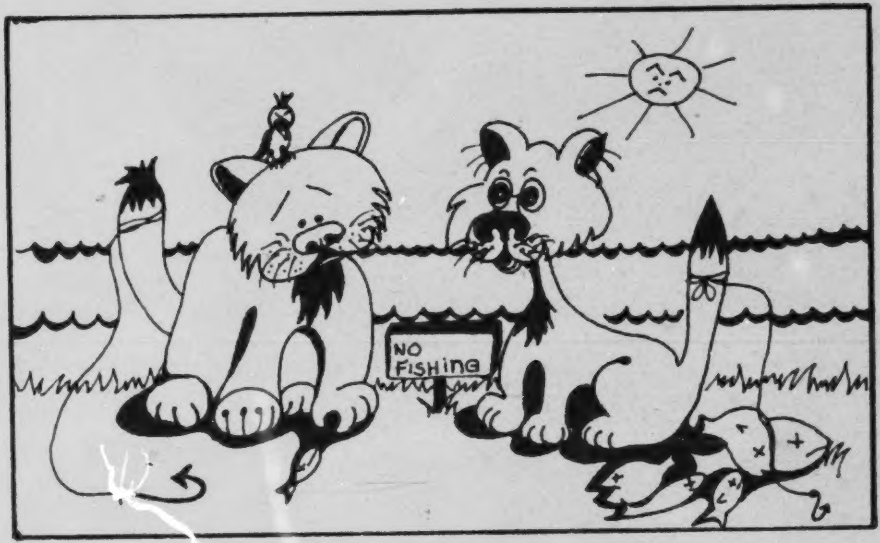
3.	Taliwsuàlin?	What do you take me for?
4.	Teliwsuàlul...	I take you for... .
5.	Mut têliwsuàliw...	Don't take me for... .
6.	Têliwsuàultes...	I will take you for... .

6- In M-1 of this lesson, you have again encountered the special type of plural which always refers to two people (see Lesson 3, Note to the Student). We have called this form the 'dual'. You will recall that we have to distinguish three numbers in Micmac:

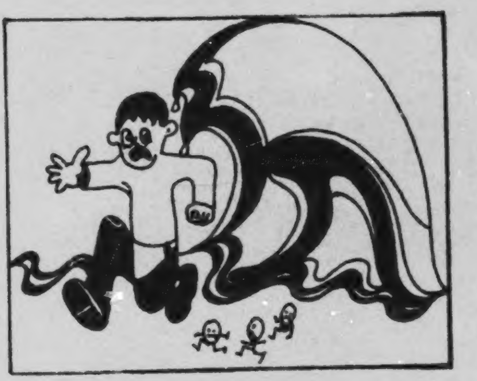
singular: one person being referred to
dual : two persons being referred to
plural : three or more persons being referred to

Carefully study 6 M-2, 6 M-3, and 6 M-4 in order to make sure that you understand these distinctions. Know the endings and be prepared to use them on other verbs.

LESSON 7 (Geginãmasimg 7)



C-: converse, communicate



7 C-1

An'têle and Piѐl discuss oyster fishing.

A·	Tami etêltêm'têmuègen?	A:	Where are you fishing for oysters?
B:	Tuitênug.	B:	East Bay.
A:	Mag̑atgwigês?	A:	Was it (the water) rough?
B:	Èe, mag̑atgwigêp.	B:	Yes, it was rough.

7 C-1 (Cont'd)

A:	Pegitĝatêmûsêp?	A:	Did you stay long?
B:	Moĝwâ, wesam maĝatgwigêp.	B:	No, it (the water) was too rough. (wesam: 'too', a superlative)

M-: mimmic, memorize, manipulate

7 M-I *

A:	Tami etêltêm'têmuègen?	A:	Where are you fishing for oysters?
	Tami etêljagejuègen?		Where are you fishing for lobster?
	Tami etêlpêlamuègen? (also: pêlamugen)		Where are you fishing for salmon?
	Tami etêlpejuègen?		Where are you fishing for cod?
	Tami etêliatoĝwâsuègen?		Where are you fishing for trout?

* In 7 M-1, the consonants following etêl- are voiced by rule 1(b) (see p.7, the Micmac Orthography). For example, the t following l in etêltêm'têmuègen is voiced because it occurs between a boundary (+ or #) and a following vowel. A less phonemic (more phonetic) orthography would represent that t as 't. Writing etêl (and other preverbs) as a separate word would clearly place t in a word-initial position where it must be voiced (# _ V). However, because of the complex morphophonemics triggered by preverbs, it is best to consider such preverbs as prefixes (For example: etêli + gesgày → etêligsêgày, 'I'm losing myself'). The student must therefore learn through segmentation (See Lesson 2, Note to the Student on the Comparing Technique) that etêl- is a preverb. In other words, he must learn that a morpheme boundary occurs between etêl and têm'têmuègen.

7 M-2

B:	Tuitênug etêltêm'têmuègey.	B:	I'm oyster-fishing in East Bay. (Nova Scotia)
	Êsgênòpêtijg etêljagejuègey.		I'm lobster-fishing in Burnt Church. (New Brunswick)
	Listugujg etêlpêlamuègey.		I'm salmon-fishing in Restigouche. (Quebec)
	Epegwitg etêlpejuègey.		I'm cod-fishing in Prince Edward Island.
	Sugapunègatig etêliatoĝwàsuègey.		I'm trout-fishing in Shubenacadie. (Nova Scotia)

7 M-3

A:	Maĝatgwigês samuĝan?	A:	Was the water rough? (Lit: Was rough the water)
	Sisguigês samuĝan?		Was the water muddy?
	Temigês samuĝan?		Was the water deep?
	Tegpàĝas samuĝan?		Was the water cold?
	Eppàĝas samuĝan?		Was the water warm?

7 M-4

B:	Èe, màmunatgwigêp.	B:	Yes, (it was) very rough. (màmun: 'very', an intensifier)
	Èe, màmunsisguigêp.		Yes, (it was) very muddy.
	Èe, màmuntêmigêp.		Yes, (it was) very deep.
	Èe, màmunitgêpàĝap.		Yes, (it was) very cold.
	Èe, màmunieppàĝap.		Yes, (it was) very warm.

7 M-5

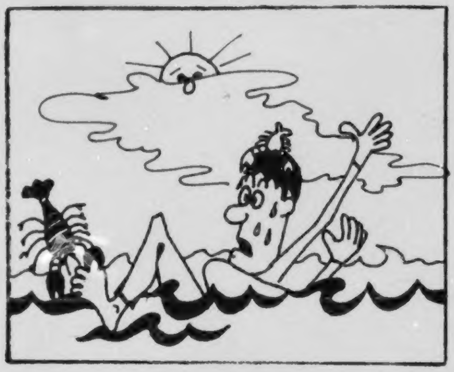
A:	Pegitĝatêmùsêp?	A:	Did you stay long?
	Pegijiwsgèsêp?		Did you fish long? (pegiji-: a long time)

7 M-6

B:	Moĝwà, wesam maĝatgwigêp samuĝan.	B:	No, the water was too rough.
	Moĝwà, wesam sisguigêp samuĝan.		No, the water was too muddy.

7 M-6 (Cont'd)

Moĝwà, wesam têmigêp samuĝan.	No, the water was too deep.
Moĝwà, wesamitgêpàĝap samuĝan.	No, the water was too cold.
Moĝwà, wesamieppàĝap samuĝan.	No, the water was too warm.



C-: converse, communicate

7 C-2

Arthur discusses lobster-fishing with Pièl.

A:	Taluisin?	A:	What's your name?
B:	Nîna? Pièl.	B:	Who me? Peter.
A:	Talamùg êgtêlugowaĝan?	A:	What kind of work do you do?
B:	Jagejuègey.	B:	I fish for lobster.
A:	Tami tet etêljagejuègen?	A:	Where are you fishing for lobster?
B:	Tuitênug.	B:	East Bay.
A:	Megêtèjig jagejg?	A:	Are you getting many lobsters?
B:	Moĝwà, wesam maĝatgwig.	B:	No, it (the water) is too rough.

Phrases to use in Class

Are there any phrases or dialogues that you want to learn and have not yet been covered in class? If so, turn these in to your teacher who will translate them into Micmac for you.

Counting (Gijjaĝan)

Before continuing with the following numbers, be sure that you can count from one to one-hundred (see earlier lessons). If you can count from one to one-hundred, you will find it easy to learn the following numbers and count to one-thousand.

(newt) gasgiptênaĝan	100	asugom gasgiptênaĝan	600
tàpu gasgiptênaĝan	200	êluigêneg gasgiptênaĝan	700
sĩst gasgiptênaĝan	300	ugumuljin gasgiptênaĝan	800
nèw gasgiptênaĝan	400	pesgunateg gasgiptênaĝan	900
nàn gasgiptênaĝan	500	pituiptênaĝan	1000

E-: exercise, expand, extrapolate

7 E-1

Answer the following questions using the past tense. Note that A asks the question in the present tense. B, not knowing the answer, responds with a statement of what was the case yesterday. (First, read the Note to the Student.)

1. ______________________	A:	Where is he fishing for oysters?
Ulagu etêltêm'têmuègep Tuitênug.	B:	Yesterday, he was fishing for oysters in East Bay.
2. ______________________	A:	Where is he fishing for lobster?
______________________	B:	Yesterday, he was fishing for lobster in Burnt Church.
______________________		

7 E-1 (Cont'd)

3. ________ A: Where is he fishing for salmon?

________ B: Yesterday, he was fishing for salmon in Restigouche.

____

4. ________ A: Where is he fishing for cod?

________ B: Yesterday, he was fishing for cod in Prince Edward Island.

____

5. ________ A: Where is he fishing for trout?

________ B: Yesterday, he was fishing for trout in Shubecanadie.

____

7 E-2

Now that you know how to form the past tense with a third person, 'he', (see 7 E-1) you will learn to form this tense with two other persons (first, second). Note that -s- occurs in the past interrogative (i.e.: question sentences in the past tense). (Read the Note to the Student before doing this exercise.)

1. ________ A: Where are you fishing for trout?

Getù têluen, tami etêliatoĝwàsuègeyas? B: You mean, where was I fishing for trout?

2. ________ A: Where are you fishing for cod?

________ B: You mean, where was I fishing for cod?

____

3. ________ A: Where are you fishing for salmon?

________ B: You mean, where was I fishing for salmon?

____

7 E-2 (Cont'd)

4.	______________________	A:	Where are you fishing for lobster?
	______________________	B:	You mean, where was I fishing for lobster?
	______________________		
5.	______________________	A:	Where are you fishing for oysters?
	______________________	B:	You mean, where was I fishing for oysters?
	______________________		

7 E-3

Lugwatèn wejgwitàĝal:

1.	Maĝatgwigês samuĝan?	A:	Was the water rough?
	Getù têluen, maĝatgwig?	B:	You mean, is it rough?
2.	______________________	A:	Was the water muddy?
	______________________	B:	You mean, is it muddy?
3.	______________________	A:	Was the water deep?
	______________________	B:	You mean, is it deep?
4.	______________________	A:	Was the water cold?
	______________________	B:	You mean, is it cold?
5.	______________________	A:	Was the water warm?
	______________________	B:	You mean, is it warm?

7 E-4

Lugwatèn wejgwitàĝal:

1.	Têlimi, maĝatgwig samuĝan?	A:	Tell me, is the water rough?
	Èe, màmunatgwig.	B:	Yes, (it is) very rough.
2.	______________________	A:	Tell me, is the water muddy?
	______________________	B:	Yes, (it is) very muddy.

7 E-4 (Cont'd)

3. ____________________ A: Tell me, is the water deep?

____________________ B: Yes, (it is) very deep.

4. ____________________ A: Tell me, is the water cold?

____________________ B: Yes, (it is) very cold.

5. ____________________ A: Tell me, is the water warm?

____________________ B: Yes, (it is) very warm.

7 E-5

Do the following and note the change of person in the answer.

A 1. Pegitĝatêmùsêp? A: Did you stay long?

Moĝwã, mu pegitĝatêmuap. B: No, I did not stay long.

2. ____________________ A: Did you fish long?

____________________ B: No, I did not fish long.

B 3. Pegitĝatêmùsêp nãtèl? A: Did you stay there long? (nãtèl: there)

____________________ B: No, I did not stay there long.

4. ____________________ A: Did you fish there long?

____________________ B: No, I did not fish there long.

C 5. ____________________ A: How long did you stay there?

Mu mãmunipgitĝatêmuap. B: Not very long.

6. ____________________ A: How long did you fish there?

____________________ B: Not very long.

7 E-6

Read the Note to the Student before doing this exercise.

1.	Wesam maĝatgwigês?	A:	Was it (the water) too rough?
	______________________	B:	Yes, it was extremely rough. (gesimàmun: extremely)
2.	______________________	A:	Was it too muddy?
	______________________	B:	Yes, it was extremely muddy.
3.	______________________	A:	Was it too deep?
	______________________	B:	Yes, it was extremely deep.
4.	______________________	A:	Was it too cold?
	______________________	B:	Yes, it was extremely cold.
5.	______________________	A:	Was it too warm?
	______________________	B:	Yes, it was extremely warm.

7 E-7

Write a student conversation based as much as possible on material covered in lessons 6 and 7. Be sure to make extensive use of the past tense in your conversations. Don't be afraid to try to apply the past tense to new verbs. Be creative! (Hand in for correction.)

7 E-8

Answer the following questions in Micmac
(Hand in for correction.)

1. Tami gīl etêltêm'têmuègen?
2. Têm'temuègen tàn tujīw maĝatgwig?
3. Pegitĝatêmên apaĝtug tàn tujīw maĝatgwig? (apaĝt: the sea)
4. Màmunatgwigês apaĝt?

7 E-9

Make up five questions in Micmac, which can be answered from material covered in this lesson. Be prepared to answer these questions orally. (Hand in for correction.)

7 E-10

Carefully read the following paragraphs and answer the questions that follow:

Nìn teluisi Pièl Gêlisêmês, aĝ ula nitap negêm teluisit Sòsep Gêlòt. Ninen na Mìgêmaĝ, têleyewieg Mìgêmàgig.

Êntêlugowaĝaninên na nêmèjugewinùg. Tàn tujìw mò apaĝt màmunatgwinug, na ninen wesgeyeg. Jagejg, têm'têmùg, pejùg na negêmow getangêtjig.

Gatu tàn tujìw wesam màmunatgwig apaĝt, na mò tujìw wesgeweg. Na tujìw getantegeyeg. Lentugg,tiàmug, gopitg na negêmow getangêtjig. Nigè nemitùn ninen welòltieg ùt tet Mìgêmàgig.

Vocabulary:

mo	an emphatic variant of mu meaning 'not'. When the vowel is long, mò, the word is even more emphatic.

Questions:

1. Talamùg ugtêlugowaĝanuow Pièl aĝ Sòsep?
2. Tami têleyewijig negêmow?
3. Tallugejig tàn tujìw apaĝt mò màmunatgwinug?
4. Tàn tujìw wesgètij, goĝey getantùtij?
5. Gatu tàn tujìw mò wesgètigw, tallugejig na tujìw?
6. Tàn tujìw getantegètij, goĝey getantùtij?
7. Tali welègig Pièl aĝ Sòsep Migêmàgig?

Note to the Student

1- In this lesson, you have encountered quite a few instances of the progressive etêli-. Re read lesson 6, Note to the Student, where this is discussed.

2- In Micmac a rising intonation at the end of a sentence can indicate that a question is being asked. The same is true for English:

Ala na pêlamu.	That's a salmon over there. (affirmative) (falling intonation)
Ala na pêlamu?	That's a salmon over there? (interrogative) (rising intonation)

In the past tense, however, this no longer completely holds true in Micmac. Carefully study the following present and past paradigms and note in the PAST INTERROGATIVE the occurence of -s- along with a rise in intonation. (A rise in intonation is signalled by "?".)

	Affirmative	Interrogative
Present:		
1a.	Pêlamuègey.	I am salmon fishing.
	Pêlamuègey?	Am I salmon fishing?
2a.	Pêlamuègen.	You are salmon fishing.
	Pêlamuègen?	Are you salmon fishing?
3a.	Pêlamuèget.	He is salmon fishing.
	Pêlamuèget?	Is he salmon fishing?
Past:		
1b.	Pêlamuègeyap (or -gàp).	I was salmon fishing.
	Pêlamuègeyas (or -gàs)?	Was I salmon fishing?
2b.	Pelamuègètêp.	You were salmon fishing.
	Pêlamuègèsêp.	Were you salmon fishing?
3b.	Pêlamuègep.	He was salmon fishing.
	Pêlamuèges?	Was he salmon fishing?

Note to the Student (Cont'd)

To summarize: In Micmac, a rising intonation must always accompany questions. In the past tense, however, there must also be the addition of: -s- or -s. (Compare 1a, 2a, 3a to 1b, 2b, 3b.) However, there is more to it than that. It is claimed that the past interrogative containing the -s- or -s can be used without the interrogative intonation as a reportative or a dubitative. * In other words, in story-telling, the story-teller may use the dubitative or reportative to indicate that the fact he is reporting was told to him by someone else, or, that the event in question took place a long time ago and the reporting on it is subject to doubt.

3- The past tense in Micmac is formed by the addition of a suffix -êp or -ap. (Compare 7 M-5 to 7 M-6.) Re-read Lesson 6, Note to the Student, in order to refresh your mind as to how some basic tenses are formed in Micmac. In M-3, as in M-6, we find that -ap occurs only in those cases where the preceding sound is -ĝ-. In fact, it appears that the occurence of -a- in -ap is the result of vowel harmony That is, the vowel before the -ĝ- repeats itself (excluding length) on a following suffix. We assume this because of examples such as the following where the sound -ĝ- precedes the past tense morpheme:

1a.	Wesamitgêpã̀ĝ.	It is too cold.
1b.	Wesamitgêpã̀ĝap.	It was too cold.
2a.	Fltã̀yoĝ.	You (plur) are going.
2b.	Eltã̀yoĝop.	You (plur) went.

---

* The information is from Don Deblois.

Note to the Student (Cont'd)

In view of the limited examples that we have examined, we will tentatively advance the following hypothesis as to the formation of the past tense in Micmac: "the past morpheme is -êp. * In those cases where the preceding sound is -ĝ-, the vowel preceding -ĝ- will be copied (in shortened form where this applies) to replace the -ê- of -êp." Support for this hypothesis is found in that there are dialects of Micmac where vowel harmony does not operate. As a result, the following forms are found:

3b.	Wesamitgêpãĝêp.	The water was too cold.
4b.	Eltãyoĝêp.	You (plur) went.

In such cases the past tense of Micmac is simply formed by -êp with no -ap or -op alternants.

4- In 7 M-3 through 7 M-6, you encountered a class of words usually called 'adjectives'. Some of these adjectives are: warm, cold, deep, rough, etc. They serve to limit, restrict, or qualify the meaning of a noun to which they refer. In 7 M-3, 7 M-4, this noun is "water". The adjectives, 'cold', 'deep', etc. assign a quality or state to the noun "water". In other words, it is no longer simply "water" that is being talked about, but rather it is "cold water", "deep water", etc.

---

* It really is -p since schwa is inserted in this environment (C+ __ p) under certain conditions.

Note to the Student (Cont'd)

In Micmac, most adjectives can be conjugated, contrary to English. They function exactly as do verbs. When we speak of an adjective in Micmac, we will therefore really be refering to an adjectival verb. Micmac adjectives such as 'big', 'hot', 'cold' are really verb stems plus bound pronouns plus tense (when this applies). Carefully study the following examples in order to understand Micmac adjectives:

1.	Mesgìg	It is big (inanimate)
	Gun'tew mesgìg	The rock is big.
2.	Epteg	It's hot (inanimate)
	Gun'tew epteg	The rock is hot
3.	Tegig	It's cold (inanimate)
	Gun'tew tegig	The rock is cold

Now observe how the same adjectives can be conjugated as verbs:

4.	Mesgil	I am big
	Mesginn (l + n → nn)	You are big
	Mesgilg	He is big
	Jìnêm mesgilg̃	The man is big
	Jìnêm mesgilgêp	The man was big
5.	Epsi	I am hot
	Epsin	You are hot
	Epsit	He is hot
	Jìnêm epsit	The man is hot
	Jìnêm epsip	The man was hot

Note to the Student (Cont'd)

6.	Tegi	I am cold
	Tegin	You are cold
	Tegit	He is cold
	Jīnêm tegit	The man is cold
	Jīnêm tegip	The man was cold

From now on, don't let the English translation mislead you. What appears as an adjective in English, occurs as a verb in Micmac. This, however, does not apply to all adjectives. There is a restricted class of adjectives which do not pattern as verbs but rather as prefixes and suffixes on nouns. Observe this in the following examples:

7.	Jīnêm	Man
	Jīnêmjīj	Little man or young man
	Saĝamaw	Chief
	Êgjisaĝamaw	Grand chief
	Saĝamawjīj	Little chief or son of the chief
	Êgjisaĝamawjīj	Son of the grand chief

Prefixing and suffixing adjectives only constitute a small portion of the adjectives of Micmac. Most adjectives are adjectival verbs.

There is yet one important thing to be noted about Micmac adjectives and this is their position relative to the noun. In examples 1 through 6, the noun occurs first and the adjective after. The result is a complete sentence:

8. Jīnêm mesgilg. The man is big.

Note to the Student (Cont'd)

However, if the order is reversed, then the result is a sentence fragment:

9.	Mesgilg jìnêm...	The big man....

Such sentences are incomplete unless something else is added. For example:

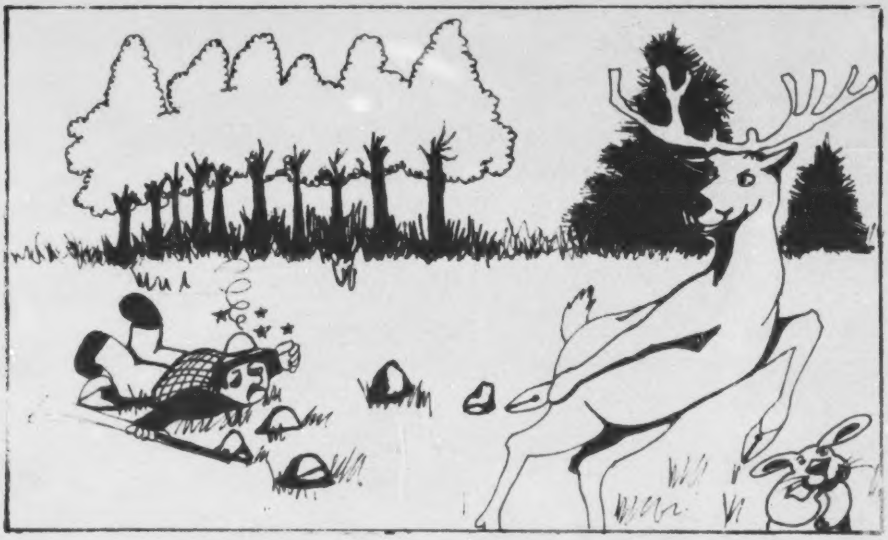
10.	Mesgilg jìnêm welèg.	The big man is well. (Lit: He is big, the man, he is well)

In affixing adjectives, as in 7., the adjective is bound to the noun and its position cannot be shifted. Note how these behave in comparison to examples 9. and 8.:

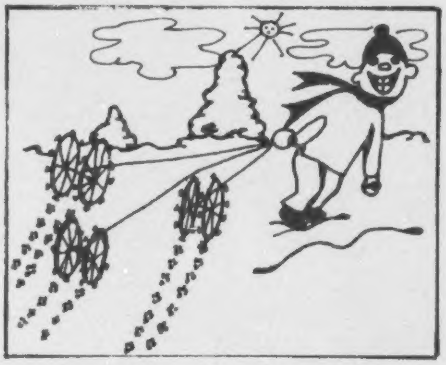
11.	Jìnêmjìj	The young man...
	Êgjisaĝamaw	The grand chief...
12.	Negêm na jìnêmjìj.	He is a young man. (na: 'is')
	Negêm na êgjisaĝamaw.	He is a grand chief.

Adjectives and their behaviour won't be further discussed for a few lessons. Adjectives, however, will be encountered in the stories found at the end of each lesson. Understanding adjectives and how they work will help you to understand the textual material that you will be reading. (Definiteness and demonstratives relating to na as in example 12. will only be discussed in later lessons.)

LESSON 8 (Geginàmasimg 8)



C-: converse, communicate



8 C-1

Tuma asks Etuèl about a recent deer hunt.

A:	Tami wejien?	A:	Where have you been?
B:	Api lentugewègey.	B:	I've been hunting deer.
A:	Mè taliullugen?	A:	Did you see anything? (Lit: How well did you do?)
B:	Mò goĝey, pasêg pugwelaptûtijig.	B:	Nothing, just a lot of tracks.

8 C-1 (Cont'd)

A:	Nemitũsêpênn woggwisuawtīl?	A:	Did you see any fox tracks?
B:	Moq̂wā, mö nemituapênn.	B:	No, I didn't see any.

M-: mimmic, memorize, manipulate

8 M-1

A:	Tami wejien?	A:	Where have you been?
	Tami wejā̀tioq̂?		Where have you (dual) been?
	Tami wey'tāyoq̂?		Where have you (plur) been?
	Tami wejiet?		Where has he been?
	Tami wejā̀tijig?		Where have they (dual) been?
	Tami wey'tā̀jig?		Where have they (plur) been?

8 M-2

B:	Api lentugewègey.	B:	I've been hunting deer.
	Api lentugewègeyeg.		We (dual) have been hunting deer.
	Api lentugewègā̀tieg.		We (plur) have been hunting deer.
	Api lentugewèget.		He's been hunting deer.
	Api lentugewègejig.		They (dual) have been hunting deer.
	Api lentugewègā̀tijig.		They (plur) have been hunting deer.

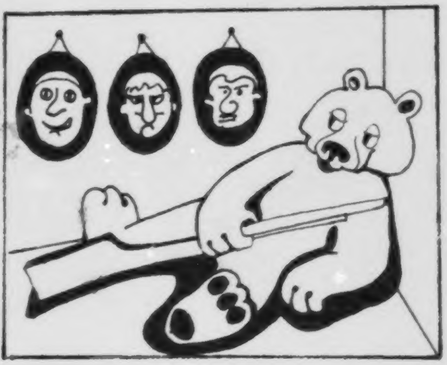
8 M-3

A:	Nemitũsêpênn woggwisuawtīl?	A:	Did you see any fox tracks?
	Nemitũsêpênn tiàmuawtīl?		Did you see any moose tracks?
	Nemitoq̂osênn wapusuawtīl?		Did he see any rabbit tracks?
	Nemitoq̂osênn lentugowawtīl?		Did he see any deer tracks?

8 M-4

B:	Moĝwà, paseĝ pugwelaptũtijig. (i.e.: pugwelg + alaptũtijig)	B:	No, just a lot of tracks (in general).
	Moĝwà, paseĝ pugwelgêl lentugowawtĩl.		No, just a lot of deer tracks.
	Moĝwà, paseĝ pugwelg lentugowey sapun.		No, just a lot of deer hair.
	Moĝwà, paseĝ pugwelgig pêlawejuèg pĩgung.		No, just a lot of partridge feathers.

C-: converse, communicate



8 C-2

Pièl and Pêlasua see someone walking towards them.

A:	Wen ta net ala?	A:	Who's that over there?
B:	Pièl na.	B:	That's Peter.
A:	Tami wejiet etug?	A:	Where has he been I wonder? (etug: pernaps, maybe)
B:	Api lentugewèget.	B:	He's been hunting deer.
A:	Mè nèpatũn goĝey?	A:	(turning to Peter) Did you get (kill) anything?
C:	Moĝwà, paseĝ tà goĝey nemituap na lentugowawtĩl.	C:	No, the only thing I saw was a lot of deer tracks.
A:	Mò matuesg alaptũtĩgw?	A:	Did you see any porcupine tracks?
C:	Moĝwà, paseĝ wapusg pugwelaptũtijig.	C:	No, just a lot of rabbit tracks.

Phrases to use in Class

Are there any more phrases or dialogues that you would like to learn? For example, do you know table-terms? Can you say: "Pass me the salt and pepper please", in Micmac? If not, write, in English, a short list of table-terms that would be useful to know. Hand this in to your teacher for translation.

Counting (Gijjaĝan)

In the last lesson, we learned how to count to one thousand in Micmac. Now, we will continue to one million.

pituiptênaĝan	1000
newtisgàĝ pituiptênaĝan	10,000
newt gasgiptênaĝan pituiptênaĝan	100,000
nàn gasgiptênagan pituiptênaĝan	500,000
newt pitùpituiptênaĝan	1,000,000

The following three numbers will give you an idea of how numbers are created by conjoining in Micmac. The conjoining particle je, meaning 'plus', also occurs as jel in some dialects.

11,111	newtisgàĝ je newt pituiptênaĝan, je newt gasgiptênaĝan je newtisgàĝ je newt.
11,000	newtisgàĝ je newt pituiptênaĝan.
1,010	newt pituiptênaĝan je newtisgàĝ.

E-: exercise, expand, extrapolate

8 E-1

Lugwatèn wejgwitàĝal:

1. ______________________ A: Where have you been?
______________________ B: I've been hunting deer.

2. ______________________ A: Where have you (dual) been?
______________________-geyeg. B: We (dual) have been hunting deer.

3. ______________________ A: Where have you (plur) been?
______________________-gàtieg. B: We (plur) have been hunting deer.

4. ______________________ A: Where has he been?
______________________ B: He has been hunting deer.

5. ______________________ A: Where have they (dual) been?
______________________-gejig. B: They (dual) have been hunting deer.

6. ______________________ A: Where have they (plur) been?
______________________-gàtijig. B: They (plur) have been hunting deer.

8 E-2

1. ______________________ A: Did you see any fox tracks?
______________________ B: No, just a lot of partridge feathers.
____

2. ______________________ A: Did he see any moose tracks?
______________________ B: No, just a lot of deer tracks.
____

3. Nemituoĝosênn ______________ A: Did you (dual and plur) see any rabbit tracks?
______________________ B: No, just a lot of tracks (in general).
____

4. Nemituoĝosênn ______________ A: Did you (dual and plur) see any deer hair?
______________________ B: No, just a lot of deer excrement.

8 E-3

Do the following exercise in review of numbers:

1. Taw'jeyn? A: How old are you?
   Tapuisgegipunày. B: I'm twenty years old.
2. Tawjèg? A: How old is she?
   Nanipunàt. B: She's five years old.
3. ______ A: How old are you?
   ______ B: I'm eighteen years old.
4. ______ A: How old is he?
   ______ B: He's eleven years old.
5. ______ A: How old are you?
   ______ B: I'm twenty-two years old.
6. ______ A: How old is he?
   ______ B: He's thirty-three years old.

The following phrase is one used by older people to young children. It is used mostly because of its rhyming quality.

Taw'jeyn teligjitêmeyn? 'How old are you, you're so clever?'

8 E-4

Do the following on the basis of the pattern given to you in the first lines.

1a. Tàsijig lentugg nemìsêpênig? A: How many deer did you see?
    Tapusijig nemìgêpênig. B: I saw two of them.
1b. ______ nemìasêni? A: How many deer did he see?
    Tapusêliji nemiapêni. B: He saw two of them.
2a. ______ A: How many partridges did you see?
    Nèsìjig ______. B: I saw three of them.

8 E-4 (Cont'd)

2b. Nèsisêliji ______ . A: How many partridges did he see?

______ B: He saw three of them.

3a. ______ A: How many moose did you see?

______ B: I saw four of them.

3b. ______ A: How many moose did he see?

______ B: He saw four of them.

4a. ______ A: How many rabbits did you see?

______ B: I saw five of them.

4b. ______ A: How many rabbits did he see?

______ B: He saw five of them.

5a. ______ A: How many porcupines did you see?

______ B: I saw six of them.

5b. ______ A: How many porcupines did he see?

______ B: He saw six of them.

8 E-5

Do the following and note that the objects are animate:

(Read the Note to the Student before doing this exercise.)

1. Tàsunjig wapusg? ______ A: How many rabbits do you have?

______ B: I have two of them.

2. ______ A: How many partridges do you have?

______ B: I have three of them.

8 E-5 (Cont'd)

3.	________ wen'jitiàmug?	A:	How many cows do you have?
	________ tesungig.	B:	I have six of them. (tesunggig occurs with all numbers after six)
4.	Tàsunjig? ________	A:	How many do you have? (speaking of animate objects)
	________	B:	I have ten of them.

8 E-6

Do the following and note that the objects are inanimate:

1.	Tàsunmênn gwitênn?	A:	How many canoes do you have?
	Tapunmann.	B:	I have two of them.
2.	________ lùtàĝann?	A:	How many paddles do you have?
	________	B:	I have four of them.
3.	________ pêtawtìl?	A:	How many tables do you have?
	________	B:	I have three of them.
4.	________ nutputìl?	A:	How many chairs do you have?
	________	B:	I have six of them.
5.	________	A:	How many do you have? (speaking of inanimate objects)
	________	B:	I have eight of them.

8 E-7

Do the following and note the change from singular to plural and from animate (part A) to inanimate (part B).

(Read the Note to the Student before doing this exercise.)

A 1.	Gè lapàsi! Lentug.	A:	Hey look! A deer.
	Èe. Pugwelgig na lentugg ula tet.	B:	Yes. There are many deer here.

8 E-7 (Cont'd)

2.		A: Hey look! A partridge.
		B: Yes. There are many partridges here.
3.		A: Hey look! A rabbit.
		B: Yes. There are many rabbits here.
4.		A: Hey look! A porcupine.
		B: Yes. There are many porcupines here.
5.		A: Hey look! A fox.
		B: Yes. There are many foxes here.
6.		A: Hey look! A moose.
		B: Yes. There are many moose here.
7.		A: Hey look! A cow.
		B: Yes. There are many cows here.
B 8.		A: Hey look! A canoe.
	Èe. Pugwelgêl na qwitênn ula tet.	B: Yes. There are many canoes around here.
9.	Wiguom.	A: Hey look! A wigwam.
	wiguomêl	B: Yes. There are many wigwams around here.
10.	Ĝospem.	A: Hey look! A lake.
		B: Yes. There are many lakes around here.

8 E-7 (Cont'd)

11. ______________ Mênigu. A: Hey look! An island.
______________ B: Yes. There are many islands around here.
____

12. ______________ Sipu. A: Hey look! A river.
______________ B: Yes. There are many rivers around here.
____

8 E-8

Answer the following in Micmac: (Hand in for correction.)

1. Tami wejàtioĝ gĩl aĝ gitap Sòsep?
2. Api getantegeyoĝ? Mè goĝey?
3. Talamugsit wĩsis yapjĩw gilew getanoĝ? (wĩsis: animal)
4. Gatu mè pugwelgig igtigig wĩsisg alaptũtijig?

8 E-9

Read the following story making sure that you understand it well. Then answer the questions that follow: (Hand in for correction.)

Ula na Pêlasua. Negêm na apigtanteget (api + getanteget) gĩs nigè sàĝ. Negêm maw gelũsit nujilentugewèget, pasêg ũt nigè mò goĝey nèpatug. Nĩn mò gey'tu tà goĝey ugjit. Negêm teluet pasêg pugwelaptũtijig wĩsisg, tàsegêl lentugewèl sapunn aĝ ijgà lentugowmĩjan. Nĩn pipanimgêp ugjit woggwisg, negêm teluep mò woggwisg tami. Teliaĝamgug êgtantaĝan mo piam gelũgtênug ula newtipunĝeg.

Vocabulary:

gĩs nigè sàĝ	for a long time (Lit: already now long time)
nujilentugewèget	the one who hunts deer (nuji-: a nominalizer)

8 E-9 (Cont'd)

ùt	this
goĝey ugjit	what for
teluey	I say
tàsêg	some
ijgà	a little
mĩjan	droppings (excrement)
pipanim	to ask
teliaĝamgug	it looks like
êgtantaĝan	a hunt
piam gelũgtênug	not too good (Lit: extra not good)
newtipunĝeg	one year

Questions:

1. Tal sàĝ gĩs Pêlasua getanteget?
2. Talamùg êgtantaĝan Pêlasua maw gêlũsij?
3. Gatu ùt nigè, mè goĝey nèpatoĝ?
4. Negêm talues ugjit êgtantaĝan nigè?
5. Tàn tujĩw pipanimgeg ugjit woggwisg, talues negêm?
6. Talamùg êgtantaĝan ula newtipunĝeg?

8 E-10

Write a conversation combining this lesson's material with that of the previous lesson. Try to use 'you' and 'you (plur)' as well as 'he' and 'they' (see Note to the Student) as much as possible. Be prepared to dictate your conversation to the class. Pleasant writing! (Hand in for correction.)

Note to the Student

1- In 8 M-2 there are two words for rabbit. Generally, *apêlìgêmuj* is used in Nova Scotia and *wapus* is used in New Brunswick and Quebec. Some people claim that *wapus* is a white rabbit and *apêlìgêmuj* is a brown rabbit. Others feel that the first term denotes a rabbit while the second refers to a hare.

2- In 8 M-2, the ending *-ewège-* or *-ège-*, a verbalizer, means 'to hunt', 'to capture', or 'to collect'. Literally, line 1 of 8 M-2 states: "I've been deer-hunting." Knowing this, you should now be able to state: "I've been hunting fox", and "I've been hunting moose." (See 8 M-3 for the words 'fox' and 'moose'.) This verbalizer is not restricted to use with animal names only. It can also be combined with nouns such as *pugsug*, 'firewood', and *tapêtan*, 'potato' (from French: 'des patates'). For example, *pugsugègey* means 'I'm collecting firewood', and *tapêtanègey* means 'I'm gathering potatoes'.

3- In this lesson (especially in the exercises), you worked with animate and inanimate nouns (see 8 E-5 and 8 E-6) and saw that this brings about a special type of change. For example, if you say, "I have two of them", and 'them' refers to something animate, the phrase for this in Micmac is *Tapungig* (see 8 E-5). However, if 'them' refers to something inanimate, then the phrase is *Tapunmann* (see 8 E-6). All Micmac nouns fall in either of these two categories (animate or inanimate). This division of all nouns on the basis of animacy in Micmac functions like gender, for example, as in French where all nouns are either masculine or feminine. Henceforth, when we speak of gender in Micmac, we will therefore be referring to the two categories of animacy (Reread Lesson 4, Note to the Student, for the first discussion of gender.)

Note to the Student (Cont'd)

In order to better understand gender in Micmac, carefully study the two following lists of nouns. Note how gender affects the formation of the plural (compare animate and inanimate nouns).

Animate

	singular		plural	
1.	wapus	rabbit.	wapusg	rabbits
2.	mitìs	tree	mitìsg	trees
3.	pêlawej	partridge	pêlawejg	partridges
4.	atêlày	shirt	atêlàyg	shirts
5.	puìgên	broom	puìgêng	brooms
6.	làtaĝsun	pail	làtaĝsung	pails
7.	tiàm	moose	tiàmug	moose (plur)
8.	wàgw	louse	wàgug	lice
9.	nipi	leaf	nipìg	leaves
10.	àpi	net	àpìg	nets
11.	tapi	bow	tapìg	bows
12.	mên'tu	devil	mên'tùg	devils
13.	pêl'goĝ	fiancé(e)	pêl'goĝĝ	fiancé(e)s
14.	alug	cloud	alugg	clouds

Note to the Student (Cont'd)

Inanimate:

	singular		plural	
1.	wapèjg	flour	wapejgêl	flour (plur)
2.	wàw	egg	wàwul	eggs
3.	sipu	river	sipùl	rivers
4.	tuòpêti	window	tuòpêtìl	windows
5.	pesgewey	rifle	pesgewèl	rifles
6.	gun'tew	rock	gun'tal	rocks
7.	gàĝan	door	gàĝann	doors
8.	sigên	sock	sigênn	socks
9.	gwitên	canoe	gwitênn (gwitênêl in Nova Scotia)	canoes
10.	àsùn	blanket	àsùun	blankets
11.	wen'jùsùn	apple	wen'jusùun (wenjùsùnêl in Nova Scotia)	apples

A quick glance at these lists of nouns is sufficient to see that -g is associated with animate plurals and -l with inanimate plurals. However, with the addition of these plural morphemes (-g and -l) various changes take place in the noun. For example, when a noun ends in a vowel, that vowel is lengthened with the addition of the plural morpheme (see animate 9, 10, 11, 12 and inanimate 3, 4). When a noun ends in a -y glided vowel, the -y drops and the vowel lengthens (see inanimate 5). W-glides, however, behave differently (see inanimate 6). Labialized w (see animate 8) always becomes u when it occurs interconsonantally. There are also quite a few instances of assimilation, and this is

Note to the Student (Cont'd)

especially noticeable in the inanimate plural. In a noun ending in a short vowel and an -n, the plural -l assimilates to the -n yielding -nn (see inanimate 7, 8, 9). Another example of assimilation is found in animate nouns. When an animate noun ends in -ĝ, the plural -g assimilates yielding -ĝĝ (see animate 13). When the noun ends in a long vowel followed by an -n the result is an infixed -u- inserted before the -n (see inanimate 10, 11). In the inanimate plurals, there is one case which has a double consonant which is not the result of assimilation (see animate 14). This is true of all animate nouns that end in -g. The added plural results in -gg. The principal difference in pronunciation between final -g and final -gg is that -gg is pronounced with much more aspiration than is -g. The remaining changes that take place are straightforward and will not be discussed. *

---

* It may be tempting at first sight to standardize Micmac plurals to -g and -l in a national orthography and then apply some of the rules that have just been discussed in order to arrive at the correct forms. I feel that the phonological changes involved in plural formation are too complex for this to be a valid consideration. One need only look at English where plural formation is fairly straightforward to see that even in such cases plurality is not standardized. For example, although words such as 'hat' and 'boy' are pluralized simply by adding 's' in the orthography, words such as 'bench', 'wolf', 'man', 'ox', are not. In these last words the orthography actually reflects the phonological changes effected by pluralization. Hence, we find 'benches', 'wolves', 'men', 'oxen'. Given that Micmac undergoes even more complex phonological changes than English in pluralization, it would be to the detriment of the language learner not to reflect such changes in the orthography.

Note to the Student (Cont'd)

What's to be remembered from all this? First, be sure that you understand the concept of gender in Micmac. Second, remember that -g is associated with animate plurals and -l with inanimate plurals. Note how these plurals change and under what conditions this happens. Note also the changes that plural endings can bring about on nouns.
Remember also that agreement operates on gender, on number, and know the types of changes that agreement effects on adjectives and verbs.

4- The effects of gender (and number) in Micmac reach beyond plural formation. Verbs and adjectives (see Lesson 7) must also carry the gender (and the number) of a following noun. We will henceforth refer to this phenomenon as AGREEMENT. Carefully study the following transitive sentences where aĝĝam means 'to look at' (animate) and aĝĝattêm means 'to look at' (inanimate). Mesgil means 'I am big', and etêl- or etêli- is a progressive preverb (see Lesson 6, Note to the Student).

1a. Nîn etêliaĝĝattêm gun'tew.
I'm looking at a rock. (see inanimate #6)

1b. Nîn etêliaĝĝattêm mesgìg gun'tew.
I'm looking at a big rock.
(Lit: I, I am looking at it, it is big, the rock)

1c. Nîn etêliaĝĝattêmann mesgìgêl gun'tal.
I'm looking at big rocks.

2a. Nîn etêliaĝĝamg tiàm.
I'm looking at a moose.

2b. Nîn etêliaĝĝamg mesgilg tiàm.
I'm looking at a big moose.
(Lit: I, I am looking at him, he's big, the moose)

2c. Nîn etêliaĝĝamgig mesgilgig tiàmug.
I'm looking at big moose (plur).

Note to the Student (Cont'd)

"Big" in sentence 1b agrees with the inanimate noun "rock". "Big" in sentence 2b is different from "big" in sentence 1b in that it agrees with the animate noun "moose". Note also in sentences 1c and 2c how "big" agrees in number with the noun it modifies (rocks, moose). In sentence 1c, the inanimate plural -l is found on both mesgil and gun'tew. In sentence 2c, the animate plural -g is found on both mesgil and tiãm. In fact, the plural -g is also found on the verb aĝĝam in 2c.

It was earlier mentioned that not only adjectival verbs but also transitive verbs carry the number and gender of an object noun. This number and gender is usually found in the bound pronoun affixed to the verb. For example, note that the sentence, etêliaĝĝamg, does not change when the free pronouns are dropped:

3a. Nĩn etêliaĝĝamg negêm.
I am looking at him. (emphatic)

3b. Etêliaĝĝamg.
I am looking at him.

Sentences 3a and 3b are, for the purposes of this discussion, identical in meaning. In 3a the 'free' pronouns nĩn and negêm can be dropped without really altering the meaning of the sentence. The reason for this is that there are "bound" pronouns meaning 'I' and 'he' that are attached to the verb. In other words, etêliaĝĝamg is literally: ' -ing + look at + I + him'. The final -g on etêliaĝĝamg is the third person singular 'he/she' as in welèg, 'he/she is fine'. In this case, the first person subject, 'I', is unmarked (Ø). The verb phrase etêliaĝĝamg can therefore be analyzed as follows: etêli + aĝĝam + Ø + g. Since 'I' and 'he/him'

Note to the Student (Cont'd)

are both animate, we would expect the appearance of the animate plural -g when using the pronouns 'we' and 'them' Carefully study the following sentences and be sure not to confuse the third person plural marker -g with the animate plural marker -g. Note also how the forms for 'we' and 'them' contain -g.

4a. Etêliaĝĝamg. (etêli + aĝĝam + g)
I am looking at him. (-g: him)

4b. Etêliaĝĝamgig. (etêli + aĝĝam + g + ig)
I am looking at them. (-ig: plur)

4c. Etêliaĝĝamugg. (etêli + aĝĝam + ug + g)
We are looking at him. (-ug: we)

4d. Etêliaĝĝamuggig. (etêli + aĝĝam + ug + g + ig)
We are looking at them.

The same holds true when the object pronoun is inanimate. We expect the plural object pronoun to contain the inanimate plural -l. In the following sentences the pronouns 'it' and 'them' will refer to an inanimate noun such as 'rock(s)'. Note the occurence of the inanimate plural -l.

5a. Etêliaĝĝattêm.
I am looking at it.

5b. Etêliaĝĝattêmann (n + l → nn)
I am looking at them.

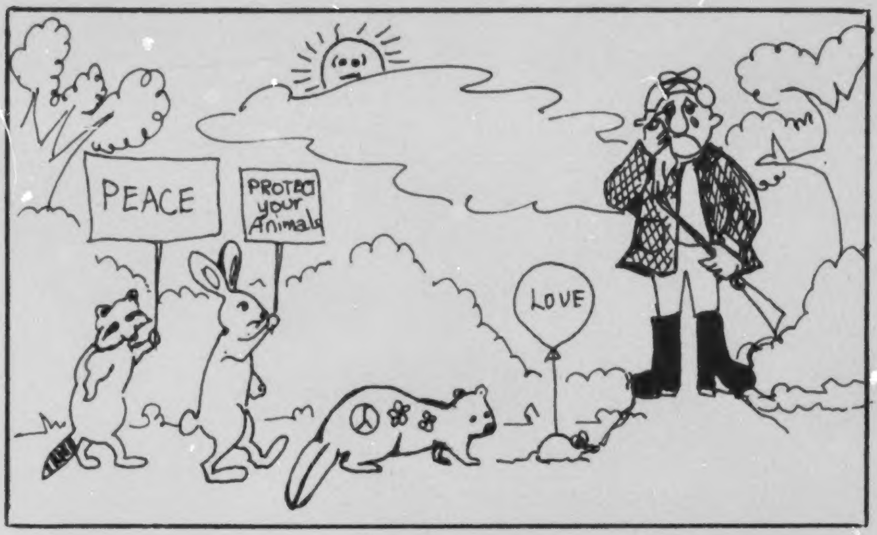
5c. Etêliaĝĝattemùg.
We are looking at it.

5d. Etêliaĝĝattêmùgul. (-ùg + l → ùgul or -ùgêl)
We are looking at them.

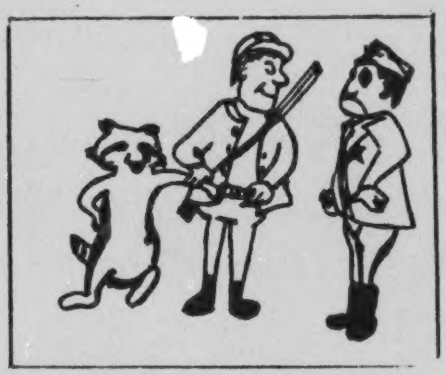
Note to the Student (Cont'd)

In the next lesson we will be looking at the "obviative". It is a special marking to which agreement applies when both the subject and object are third persons and animate. Understanding the notion of obviatiation and how it works will be easier if you understand agreement as demonstrated in sentences 1 through 5. Carefully study these sentences. In fact, if you are having difficulty in understanding the notions discussed here, commit to memory sentences of 1 through 5. You will find that this will help you do the next lesson.

LESSON 9 (Geqinâmasimg 9)


PEACE
PROTECT your Animals
LOVE

C-: converse, communicate



9 C-1

Pàtêlig (Patrick) meets a trapper friend.

A:	Mè taleyn?	A:	How are you?
B:	Weleyy.	B:	Fine.
A:	Tami wejien?	A:	Where have you been?
B:	Apsigwatêmann êntloĝtègênmêl.	B:	Out checking my traps.

9 C-1 (Cont'd)

A:	Goĝey getantùn?	A:	What are you trapping (or hunting)?
B:	À, gopitewey aĝ gìgwesuey.	B:	Oh, beaver and muskrat.
A:	Mè goĝey?	A:	Any luck?
B:	Èe, taputègig gopitg aĝ newtutèg gìgwesu.	B:	Yes, I got two beavers and one muskrat.

M-: mimmic, memorize, manipulate

9 M-1

A:	Tami wejien?	A:	Where have you been?
	Tami wey'tàyoĝ? (also wejitàyog in Nova Scotia)		Where have you (plur) been?
	Tami wejiet?		Where has he been?
	Tami wey'tàjig? (also wejitàjig in Nova Scotia)		Where have they been?

9 M-2

B:	Apsigwatêmann êntloĝtègênmêl.	B:	I've been out checking my traps.
	Apsigwatêmegêl êntloĝtègênminal.		We've been out checking our traps.
	Apsigwatgêl ugloĝtègênmêl.		He's been out checking his traps.
	Apsigwatêmìtitêl ugloĝtègênmual.		They've been out checking their traps.

9 M-3

A:	Goĝey getantùn?	A:	What are you hunting (or trapping)?
	Goĝey getantuoĝ?		What are you (plur) hunting (or trapping)?
	Goĝey getantoĝ?		What is he hunting (or trapping)?
	Goĝey getantùtij?		What are they hunting (or trapping)?

9 M-4

B:	Getangig gopitg (also gopitaĝ) aĝ gìgwesùg.	B:	I'm trapping beaver and muskrat.
	Getangêtjig gopitg aĝ gìgwesù.		We're trapping beaver and muskrat.
	Getanaji gopitg aĝ gìgwesùg.		He's trapping beaver and muskrat.
	Getanàtiji gopitg aĝ gìgwesù.		They're trapping beaver and muskrat.

9 M-5

A:	Mè goĝey nèpatùn?	A:	Did you get anything? (nèpàĝ: 'I kill')
	Mè goĝey nèpatuoĝ?		Did you (plur) get anything?
	Mè goĝey nèpatoĝ?		Did he get anything?
	Mè goĝey nèpatùtij?		Did they get anything?

9 M-6

B:	Èe, taputègig gopitg aĝ newtùtèg gìgwesu.	B:	Yes, I got two beavers and one muskrat.
	Èe, taputègêtjig gopitg aĝ newtutègêtt gìgwesu.		Yes, we got two beavers and one muskrat.
	Èe, taputàji gopita aĝ newtùtàtêl gìgwesùl.		Yes, he got two beavers and one muskrat.
	Èe, taputàtiji gopita aĝ newtutàtitêl gìgwesùl.		Yes, they got two beavers and one muskrat.

C-: converse, communicate

9 C-2

Patīj (Bartholemew) asks Isag (Isaac) how trapping has been

A:	Mè talevn?	A:	How are you?
B:	Weleyy.	B:	I'm fine.
A:	Tami wejien?	A:	Where have you been?
B:	Apsigwatêmann êntloĝtèg-ênmêl aĝ màw Pièlewèl.	B:	I've been checking my traps and also Peter's.
A:	Mè goĝey?	A:	Any luck?
B:	Èe, nesutègig gīgwesūg.	B:	Yes, I got three muskrats.
A:	Gatu Pièl?	A:	How about Peter?
B:	Negêm taputàji.	B:	He got two.

A Dialogue you want to Learn

Using a format as in C-1 or C-2, write, in English, a dialogue that you want to learn. This is your chance to introduce into the course a content that you feel is important. Choose your subject-matter carefully and try to keep the lines reasonably short. Once you have written your dialogue, hand it in to your teacher who will translate it into Micmac. The dialogue will then be taught in class as a supplement to the lessons.

E-: exercise, expand, extrapolate

9 E-1

Do the following and note the use of ap or api which refers to an activity that is of short duration and that has just been completed. It also translates as 'again' as, for example, in ap têlua, 'say it again'. Note also that no dual form exists for the answers of 2 and 5. The plural is therefore used.

1.	Ap tallugen?	A:	What have you been doing?
	______	B:	I've been checking my traps.
2.	______	A:	What have you (dual) been doing?
	Apsigwatêmegêl êntloq̂tègênminal.	B:	We have been checking our traps.
3.	______	A:	What have you (plur) been doing?
	______	B:	We have been checking our traps.
4.	______	A:	What has he been doing?
	______	B:	He has been checking his traps.
5.	______	A:	What have they (dual) been doing?
	______	B:	They have been checking their traps.
6.	______	A:	What have they (plur) been doing?
	______	B:	They have been checking their traps.

9 E-2

Do the following and note that the answers (B) are plural.

1.		A:	What are you hunting?
	Getangig gopitg.	B:	I'm hunting beaver.
2.		A:	What is he hunting?
		B:	He's hunting muskrat.
3.		A:	What are they hunting?
		B:	They are hunting rabbit.
4.		A:	What are you hunting?
		B:	We are hunting deer.

9 E-3

Before doing the following, re-read Lesson 8, Note to the Student, on agreement.

A	1.	Mè goĝey nèpatũn?	A:	Did you get anything?
		Ee, newtutèg gopit.	B:	Yes, I got one beaver.
	2.		A:	Did he get anything?
		Ee, taputàji gopitg.	B:	Yes, he got two beavers.
	3.		A:	Did you (plur) get anythi
		Ee, nesutègêtjig gopitg.	B:	Yes, we got three beavers
	4.		A:	Did they get anything?
		Ee, nanutàtiji gopitg.	B:	Yes, they got five beavers
B	5.		A:	Did you get anything?
			B:	Yes, I got one muskrat.
	6.		A:	Did he get anything?
			B:	Yes, he got three muskrats
	7.		A:	Did you (plur) get anythi
			B:	Yes, we got two muskrats.

9 E-3 (Cont'd)

8.	____________	A:	Did they get anything?
	____________	B:	Yes, they got four muskrats.
C 9.	____________	A:	Did you get anything?
	____________ ____________	B:	Yes, I got three rabbits and two partridges.
10.	____________	A:	Did he get anything?
	____________ ____________	B:	Yes, he got three rabbits and two partridges.
11.	____________	A:	Did you (plur) get anything?
	____________ ____________	B:	Yes, we got seven rabbits and six partridges.
12.	____________	A:	Did they get anything?
	____________ ____________	B:	Yes, they got eight rabbits and nine partridges.
13.	Nisgam! Mè gatu wellugutijig!	A:	Wow! They really did well! (Nisgam means 'spirit' or 'god' but is used as a polite interjection.)

9 E-4

Answer the following in the negative:

1.	____________	A:	Have you been checking your traps?
	Moĝwà, mu apsigwatêmuan êntloĝtègênmêl.	B:	No, I haven't been checking my traps.
2.	____________	A:	Have you (dual) been checking your traps?
	____________ ____________	B:	No, we (dual) haven't been checking our traps.

9 E-4 (Cont'd)

3. ______________________ A: Have you (plur) been checking your traps?

______________________ B: No, we (plur) haven't been checking our traps.

____

4. ______________________ A: Has he been checking his traps?

______________________ B: No, he hasn't been checki his traps.

____

5. ______________________ A: Have they (dual) been checking their traps?

______________________ B: No, they haven't been checking their traps.

____

6. ______________________ A: Have they (plur) been checking their traps?

______________________ B: No, they haven't been checking their traps.

9 E-5

Do the following and note the use of the past tense, -êp.

1. Sân lentugewèget ula newtipunĝeg? A: Is John hunting deer this year?

Moĝwà, gatu lentugewègep ala igtigipunĝèg. B: No, but he hunted deer last year.

2. ______________________ A: Is John hunting beaver this year?

______________________ B: No, but he hunted beaver last year.

____

3. ______________________ A: Is John hunting moose this year?

______________________ B: No, but he hunted moose last year.

____

9 E-5 (Cont'd)

4.	________________	A:	Is John hunting fox this year?
	________________	B:	No, but he hunted fox last year.
	________________		
5.	________________	A:	Is John hunting rabbit this year?
	________________	B:	No, but he hunted rabbit last year.
	________________		
6.	________________	A:	Is John hunting partridge this year?
	________________	B:	No, but he hunted partridge last year.
	________________		
7.	muinewèget	A:	Is John hunting bear this year?
	________________	B:	No, but he hunted bear last year.
	________________		
8.	paĝtesêmuèget	A:	Is John hunting wolf this year?
	________________	B:	No, but he hunted wolf last year.
	________________		
9.	sulumgewèget	A:	Is John hunting wild geese this year?
	________________	B:	No, but he hunted wild geese last year.
	________________		
10.	apêligêmujuèget	A:	Is John hunting wild duck this year?
	________________	B:	No, but he hunted wild duck last year.
	________________		

9 E-6

Do the following and pay particular attention to the change in pronouns (personal and possessive) as well as to changes in gender. (A and B are inanimate; C and D are animate.) Read the Note to the Student before doing this exercise.

A 1.	Gilewèl na loĝtègênn?	A:	Are those your traps?
	Moĝwà, ala negêm ugloĝtegênmêl.	B:	No, they're his traps.
2.	____ pesgewèl?	A:	Are those your guns?
	____	B:	No, they're his guns.
3.	____ gwitênn?	A:	Are those your canoes?
	____	B:	No, they're his canoes.
4.	____ lùtàĝann?	A:	Are those your paddles?
	____	B:	No, they're his paddles.
B 1.	____ sigênn?	A:	Are those your socks?
	Moĝwà, negêmewèl.	B:	No, they're his.
2.	____ àgwesênn?	A:	Are those your hats?
	____	B:	No, they're his.
3.	____ pitàĝawèl?	A:	Are those your trousers? (Lit: the long ones)
	____	B:	No, they're his.
4.	____ ugpugugèl?	A:	Are those your glasses?
	____	B:	No, they're his.
C 1.	Gilewèg na êmgêsêng?	A:	Are those your shoes?
	Moĝwà, ala negêm umugsêng.	B:	No, they are his shoes.
2.	____ atêlàyg?	A:	Are those your shirts?
	____	B:	No, they are his shirts.

9 E-6 (Cont'd)

3. ______________ gotg? A: Are those your coats?
______________ B: No, they are his coats.

4. ______________ pijjaĝang? A: Are those your gloves?
______________ B: No, they are his gloves.

D 1. ______________ tèsipowg? A: Are those your horses?
Moĝwà, negêmewèg. B: No, they are his.

2. ______________ wen'jitiàmug? A: Are those your cows?
______________ B: No, they are his.

3. ______________ ênmùjig? A: Are those your dogs?
______________ B: No, they are his.

4. ______________ gajuèwjig? A: Are those your cats?
______________ B: No, they are his.

9 E-7

The ending -jìj (-ìj after a j-) meaning 'little' can be used as a term of endearment as well as a diminutive. In fact, it sometimes is inseparable from a noun and denotes an entire new being. That is, it becomes lexicallized. Carefully study the meaning changes in the following sentences:

A 1. Gajuèwj na? ______________ A: Is that a cat?
Moĝwà, gajuèwjìj. B: No, that's a kitten.

2. Enmùj na? A: Is that a dog?
Moĝwà, ênmùjìj. B: No, that's a puppy.

3. ______________ A: Is that a cow?
______________ -ùj. B: No, that's a calf.

4. ______________ A: Is that a horse?
______________ B: No, that's a poney (or colt).

5. ______________ A: Is that a deer?
______________ B: No, that's a fawn.

9 E-7 (Cont'd)

B	6.	Êggwis na?	A:	Is that your son?
		Èe, êngwijìj na.	B:	Yes, that's my little son. (endearment)
	7.	Êg[illegible]us na?	A:	Is that your daughter?
		________________	B:	Yes, that's my little daughter.
	8.	Êgjigênam na?	A:	Is that your brother?
		________________	B:	Yes, that's my little brother. (also means 'younger brother')
	9.	Êggwèjìj na?	A:	Is that your younger sister?
		________________	B:	Yes, that's my little sister.
	10.	Gêmis na?	A:	Is that your older sister?
		________________	B:	Yes, that's my little sist
C	11.	Matues na?	A:	Is that a porcupine?
		Amassin?! Matuesjìj na.	B:	Are you silly?! That's a caterpillar.
	12.	Pêlamu na?	A:	Is that a salmon?
		Amassin?! Pêlamuj na.	B:	Are you silly?! That's a catfish. (Punamuj is also used to mean 'catfish'.)
	13.	Apigjìj na?	A:	Is that a mouse?
		Amassin?! Êpjiapigjìj na.	B:	Are you silly?! That's a rat. (egji- means 'big', 'large')
	14.	Patêliàs na?	A:	Is that a priest?
		Amassin?! Êgjipatêliàs na.	B:	Are you silly?! That's a bishop.

9 E-8

Before doing the following exercise, read the Note to the Student on obviation, part 3.

A	1.	Enêli nenuatêl Sànal?	A:	Does Henry know John?
		Ee, Sànal na witapal.	B:	Yes, John is his friend.
	2.	Enêli nenuaji Penuaal aĝ Sàmal?	A:	Does Henry know Ben and Sam?(Penua: from French 'Benoit')
		Èe, Penuaal aĝ Sàmal witapa.	B:	Yes, Ben and Sam are his friends.
	3.		A:	Does Henry know that man?
			B:	Yes, that man is his friend.
	4.		A:	Does Henry know that man and that woman?
			B:	Yes, that man and that woman are his friends.
	5.		A:	Does Henry know that big and heavy man? (See Note to the Student)
			B:	Yes, that big and heavy man is his friend.
	6.		A:	Does Henry know those big and heavy men?
			B:	Yes, those big and heavy men are his friends.
B	7.	Etug Tàpit pewatg gelùg gwitên?	A:	Does David want a good canoe?
		Èe, negêmewey mò gelùgtênug.	B:	Yes, his is no good.
	8.	tepaĝan?	A:	Does David want a good car?
			B:	Yes, his is no good.
	9.	pesgewey?	A:	Does David want a good rifle?
			B:	Yes, his is no good.

9 E-8 (Cont'd)

10.	________ wen'jĩguom?	A:	Does David want a good house?
	________	B:	Yes, his is no good.
C 11.	Etug Pênàl pewalatêl gelùsilitêl tèsipowl?	A:	Does Bernard want a good horse?
	Èe, negêmewèl mo gelùsiligul.	B:	Yes, his is no good.
12.	________	A:	Does Bernard want a good dog?
	________	B:	Yes, he is no good.
13.	________ gotêl?	A:	Does Bernard want a good coat?
	________	B:	Yes, his is no good.
14.	________ atêlàyêl?	A:	Does Bernard want a good shirt?
		B:	
	________	B:	Yes, his is no good.

9 F-9

Answer the following in Micmac. (Hand in for correction.)

1. Tami wejàtioĝ guji?
2. Ap sigwatêmoĝol êgloĝtègênmual. Mè goĝey?
3. Goĝey getantuoĝ?
4. Tàsutòĝig gopitg? Gatu gigwesùg? (tàsutòĝig: How many did you get?)
5. Tàsêgêl loĝtègên èwumoĝol? (èwumoĝol: You are using the
èwèn!: Use it!)

9 E-10

Read the following story making sure that you understand it well and answer the questions that follow:
(Hand in for correction.)

Na tujìw, newt pituiptênaĝan je ugumuljin gasgiptênaĝan je nanisgàĝ, Saĝamaw Sòsep Gêlòt na negêm tujìw weltesguapêni Gêpênnòlewèg jìnêmug. Énnueyèl maĝamigal wesgùtêmìtipên. Saĝamaw Gêlòt negêm tujìw telimapêni: "Wel'tàsi gilew nigè eymoĝ ùt tet." "Gaĝatepiaĝ maĝamigew ugjit êmsêt wen." "Ugsuàtug tàn tèsêg menuegeyoĝ." Na wejàtegemgeg tujìw, pugwelg mimajuinu gìs pegisinq ula tet ênnueyey maĝamigew. Gisgug tàn esgwiaĝ na nigè teluisig Listuguj.

Vocabulary:

Saĝamaw	Chief
weltesgul	I meet you
gêpênnòlewey	government
-eyèl	belonging to
Ênnu	person (Indian)
maĝamigew	land
wesgùtêm	I talk about it, discuss
telimapêni	he told them
wel'tàsi	I am pleased
eym	I am someplace (locative verb)
gaĝatepiaĝ (gaĝi + tepiaĝ)	enough of (plenty + enough)
wesuàtu	I take it
tàn tèsêg	as much of
menuegey	I need it
wejàtegêmgeg	from then on, thereafter
esgwiey	I have some of it left

9 E-10 (Cont'd)

Questions:

1. Talègês Saĝamaw Sōsep Gêlòt weltesguateg gepênnōlewèg jīnêmug? (talègês: when)

2. Goĝey ugjit?

3. Talimasêni Saĝamaw Gêlòt gêpênnōlewèg jīnêmug? (talimasêni: what did he say to them)

4. Na nigè taliaĝ wejàtegemgeg tujīw? (taliaĝ: what's happening)

5. Tami wejiaĝ Listuguj? (wejiaĝ: comes from)

9 E-11

Use the materials from this lesson to write a conversation. Try to use the possessives (see Note to the Student) as much as possible. Be prepared to dictate your conversation to the class. (Hand in for correction.)

Note to the Student

1-* In M-1 of this lesson, there are three personal pronouns: *nîn*, *gîl*, and *negêm*. If you remove *negêm*, it is still clear that a third person, 'he', is being spoken of. This is because in Micmac, there are two types of personal pronouns: bound and free. (This was discussed in lessons 1 and 6). Free pronouns are those like *nîn*, *gîl*, and *negêm* which can occur unattached to the verb. Bound pronouns are those which are bound to the verb and must always be attached to it. For example, in the following paradigm, *-∅(-y)*, *-n*, *-t* or *-g* are the bound first, second, and third person pronouns respectively.

sêmàtewi or weleyy	I'm fine. (-y or ∅ indicates a first person)
sêmàtewin or weleyn	You're fine. (marked by *-n*)
sêmàtewit or welèg	He's fine. (marked by *-t* or *-g*)

All of this information is not new and has been covered in earlier lessons (1 and 6). What has not been discussed, however, is when the third persons *-t* and *-g* occur. This, it appears, is predictable on the basis of the preceding sound (verb stem ending).

The most commonly encountered form of the third person bound pronoun is *-g*. This always occurs when a verb used in the third person is negated as in, for example, *mu sêmatewigw*, 'he's not well'. This third person *-g* also always occurs with verbs whose stems end in *-l*, *-m*, *-n*, *-u*, *-ey*, *-ay*.

* This part of the Note to the Student involves verb classes. We suggest that you study those representative verb classes given at the end of this text. For an extensive classification of verbs, we refer you to Jim Fidelholtz's *Micmac Morphophonemics*, 1968.

Note to the Student (Cont'd)

For example:

1a.	-l	etêlatal	I'm eating
		etêlatalg	he's eating
1b.	-m	alə̀m	I swim
		alàĝ (àg → àĝ)	he swims
1c.	-n	pegisin	I arrive
		pegising	he arrives
1d.	-u	alaptu	I make tracks
		alaptoĝ (og → oĝ)	he makes tracks
1e.	-ey	weleyy	I'm fine
		weleyn	you're fine
		welèg	he's fine
1f.	-ay	wegayy	I'm angry
		wegayn	you're angry
		wegayg	he's angry

Some of the verb classes represented in 1 above are given in paradigm form at the end of the text. Note that all take the third person -g. The third person -t, however, is always found with verbs whose stems end in -i, -e, -a, -à. For example:

2a.	-i	getguni	I'm staying overni
		getgunit	he's staying overn
	(including -àsi)	majàsi	I'm leaving
		majàsit	he's leaving
2b.	-e	elugey	I'm working
		elugen	you're working
		eluget	he's working

Note to the Student (Cont'd)

2c.	-a	gesênugay	I'm sick
		gesênugan	you're sick
		gesênugat	he's sick
2d.	-à	nũgày (or nũgwày)	I'm burning
		nũgàn (or nũgwàn)	you're burning
		nũgàt (or nũgwàt)	he's burning

In the examples of 1 and 2, we have only considered animate third person subjects and their manifestations as -g and -t. The inanimate third person also exists, and to complicate matters, its form is also -g. Fortunately, only a restricted group of verbs can take inanimate subjects The last three verbs of 2 given below in 3 are such verbs.

3a.	elugeg (also elugweg)	It works
	elugegêl	those (dual) things work
	elugutigêl	those (plur) things work
3b.	gesênugaĝ (ag → aĝ)	It's sick
	gesênugaĝal	those (dual) things are sick
	gesênugutigêl	those (plur) things are sick
3c.	nugaĝ (also nugwaĝ)	It burns
	nugaĝal	those (dual) things burn
	nũgòltigêl	those (plur) things burn

There are now three -g's to keep separate in Micmac. There is the animate third person -g as in:

etêlatalg	he's eating

There is the inanimate third person -g as in:

elugeg	It works

Note to the Student (Cont'd)

There is the animate plural -g as in:

lentugg	deer (plur)

These three morphemes can have the same form, -g, and should not be confused with each other.

2- In section 1- we saw verbs that could occur in two equivalent forms: -g- or -gw-. The verb nũgày or nũgwày (2d.) exemplifies this dialectal variation that we have been regularly signalling in this text. Both forms are possible. The -w- (labialization) can be introduced anytime there is an -u- or an -o- occuring before the -g-. That is, -ug- and -og- can optionally become -ugw- or -ogw-. The same holds true for -uĝ- or -oĝ-. That is why you often hear forms such as moĝà or moĝwà.

3- Possessive pronouns are also bound pronouns and, in some ways, resemble bound personal pronouns. For example, the 1st and 3rd person possessive pronouns contain the -n and -g found in the 1st and 3rd person personal pronouns. Their distribution, however, is different from that of the personal pronouns in that the possessive pronouns occur initially (as prefixes rather than suffixes). Study carefully the following paradigms where the word for 'canoe' is gwitên (inanimate), and the word for 'dog' is ênmũj (animate). (Normally, ênti is used to denote 'dog' instea of ênmũj when possessed.)

1.	êntênmũjêm	my dog
2.	êgtênmũjêm	your dog
3.	ugtênmũjêmêl	his dog
4.	êntgwitênêm	my canoe
5.	êggwitênêm	your canoe
6.	uggwitênêm	his canoe

Note to the Student (Cont'd)

From the first three forms of the above paradigm it may be inferred that the 1st, 2nd and 3rd person possessive pronouns are as follows:

7.	ênt ..... êm	my
	êgt ..... êm	your
	ugt ..... êm	his

In (3), there is an -êl affixed to -êm- in ugtênmûjêmêl. This is an obviative ending (see discussion which follows) which occurs only when there are two animate 3rd persons involved. In this case, the first 3rd person is 'his' and the second third person is 'dog'. In sentences (5) and (6) the t of êgt-, and ugt- has dropped because the noun being possessed (gwitên) begins with a consonant. That is, if -t- occurs between two consonants which are stopped (p, t, g, j), then t drops. In (5) and (6) the cluster -gtg- was reduced to gg. In (4), however, the cluster ntg was retained because n is not a stopped consonant (m, n, l are sonorants).

The sound t, however, does not only drop when it is in a cluster of non-stopped consonants, as for example in gtg. In a cluster where the last two segments are t, the SECOND t drops. Note carefully that such clusters must be as follows: C, t, + , t :

8 (a) tapi 'bow' (the t is voiced).

(b) ênt + tapi + m → ênt + api + m (initial voiced t drops)
The result is êntapim, 'my bow' (with voiceless t).

(c) Similarly êgt + tapi + m → êgt + api + m
êgtapim 'your bow' (t is voiceless).

(d) Similarly, ugt + tapi + m + êl → ugt + api + m + êl
ugtapimêl 'his bow' (t is voiceless).

Note to the Student (Cont'd)

Compare this to the following which has a gt + g cluster:

9 (a) gàĝan 'door' (the g is voiced).
(b) ênt + gàĝan + êm → ênt + gàĝan + êm (no change)
êntgàĝanêm 'my door' (g is voiced).
(c) êgt + gàĝan + êm → êg + gàgan + êm (t drops)
êggàĝanêm 'your door' (first g is voiceless; second g is voiced and stem initial
(d) ugt + gàĝan + êm → ug + gàĝan + êm (t drops)
uggàĝanêm 'his door' (first g is voice less; second g is voice and stem initial). (See Rule 1(b) on the Micmac Orthography.)

Compare the following carefully, STEP BY STEP, to the examples of 8 where the stem was tapi, 'bow'. Here the stem is àpi, 'net'.

10 (a) àpi 'net' (stem begins with a vo
(b) ênt + àpim → ênt + àpim (no change)
êntàpim 'my net' (t is voiceless).
(c) êgt + àpim → êgt + àpim (no change)
êgtàpim 'your net' (t is voiceless).
(d) ugt + àpimêl → ugt + àpimêl (no change)
ugtàpimêl 'his net' (t is voiceless).

In the examples of 10, the t is voiceless because it is part of the possessive prefix and following a consonant. In the examples of 9, the stem initial -g is voiced becaus it is initial (i.e. preceded by +). In the examples of 8, the stem tapi reduces to api because of the preceding possessive cluster. Proof of this is that the remaining t is voiceless rather than voiced as it would have been had it not been deleted from the stem.

Note to the Student (Cont'd)

There are yet two important points which remain to be discussed concerning the possessive. The first is that -êm has an alternative form -m which is found on nouns ending in a vowel. If a noun ends in a consonant, then -êm is added. For example, we find êntgwitênêm for 'my canoe' and not êntgwitênm. The second point is that there is a class of nouns which is always found occurring with a possessive pronoun. These "possessed nouns" have a different possessive pronoun than what is found on nouns that do not always have to be possessed Relatives and body parts normally fall in this class of possessed nouns. Note, in the following list that there is NO occurence of -êm on possessed nouns and that the possessive prefixes occur in reduced form with nouns that begin in a vowel (for example 11. and 13.):

11.	nujj	my father (animate noun)
	gujj	your father
	ujjêl	his father (note the obviate -êl)
12.	êngij	my mother (animate noun)
	êggij	your mother
	uggijêl	his mother (note the obviative -êl)
13.	nun'ji	my head (inanimate noun)
	gun'ji	your head
	un'ji	his head
14.	ênpũg	my eye (inanimate noun)
	egpũg	your eye
	ugpũg	his eye

Note to the Student (Cont'd)

We say that the possessive pronoun marker occurs in a reduced form on possessed nouns since it never occurs as in 7. That is, even in examples such as 12 and 14, one finds that the -t- ...-êm is missing when compared with the forms of 7.

There yet exists another mayor difference between bound possessive forms (11-14) and non-bound forms (1-10). Non-bound forms are separable. For example, in 9, gàĝan can stand alone, or it can be combined with a possessive such as ênt ... + êm. Consequently, the stem initial g remains voiced. (see Rule 1(b) on the Micmac Orthography). The bound forms (possessed nouns), however, are generally inseparable from their possessive prefixes. For example, in 12, -gij, can never occur alone. It must always be possessed. Consequently, the -g of -gij cannot be considered as being word initial since it never occurs in that position. As a result such would-be stem initial consonants are never voiced because they are never stem initial.

All possessive pronouns associated with this class of possessed nouns are not always as regular as this list implies. We will later encounter some of these irregularities.

There are a few nouns which can occur as possessed nouns as well as non-possessed nouns. With such nouns both types of possessive pronouns are possible. One is as in 'my father' nujj, and the other is as in 'my canoe' êntgwitênêm For example:

nutêmaĝan or êntêmaĝanêm	my pipe
nutepaĝan or êntepaĝanêm	my car

Note to the Student (Cont'd)

4- The 'obviative' is an agreement suffix which patterns in ways very similar to the inanimate plural ending. Like the inanimate plural, the obviative morpheme is -l or -êl and is found as an ending on nouns, adjectives, and bound pronouns (pronouns attached to verbs). Like number and gender, obviation is subject to agreement (see Lesson 8 for a discussion on this notion.)

Since obviation is so closely tied in with agreement, as is number and gender, we will begin by refreshing our minds with examples which review these notions (see Lesson 8 for additional examples).

1. Nĩn etêliaĝĝattêm newtè mesgìg aĝ gesgugg gun'tew.
   I am looking at one big and heavv rock.
2. Nĩn etêliaĝĝattêmann nangêl mesgĩgêl aĝ gesguggêl gun'tal.
   I am looking at five big and heavy rocks.
3. Nĩn nemĩg newtèjit mesgilg aĝ gesgulg tiàm.
   I am looking at one big and heavy moose.
4. Nĩn nemĩgig nãnijig mesgilgig aĝ gesgulgig tiãmug.
   I am looking at five big and heavy moose (plur).

In sentences 1 to 4 the numerical adjectives 'one' and 'five', and also the adjective 'heavy' have been introduced in addition to the adjectives given in sentences 1 through 4 of lesson 8. Note that these adjectives also undergo agreement. In fact, any number of adjectives modifying a noun must agree in number and gender with the noun they modify.

Let us now return to the obviative. The conditions for the obviative to occur are that there be TWO ANIMATE THIRD PERSONS involved. When this happens, the subject is distinguished from the object by placing an obviative

Note to the Student (Cont'd)

marking ON THE OBJECT. Carefully study the following pairs of sentences where only the second members of each pair (the b's) meet the conditions for obviation:

5a. Etêliaĝĝamg tiàm.
I am looking at a moose.

5b. Etêliaĝĝamatêl tiãmul. (note obviative ending -l)
He is looking at a moose.

6a. Etêliaĝĝamt tapi.
You are looking at a bow.

6b. Etêliaĝĝamatêl tapĩl. (note obviative ending)
He is looking at a bow.

7a. Etêliaĝĝattêg gwitên.
He is looking at a canoe.

7b. Etêliaĝĝamatêl àpĩl. (note obviative ending)
He is looking at a net.

In sentences 5b, 6b and 7b the conditions for the obviativ are met. "He" is third person and animate, and so are "moose", "bow", and "net". Consequently we find the obviative -l (after vowels) and -êl (after consonants) on the verb and object noun. Sentences 5a and 6a are not in the obviative because the conditions of 'two third persons' is not met. Sentence 7a is also not obviative because the condition of "animacy in both third persons" is not met (canoe is inanimate).

The following sentences are the plurals of sentences 5b, 6b and 7b. Note the absence of the expected plural -g as an indication of plural obviation. (With some speakers there is inconsistency in this area of the language and the analogical animate plural -g is sometimes found.) *

* I suspect that the obviative is a late acquisition for the child learning Micmac and that it is also lost early as th language begins to weaken.

Note to the Student (Cont'd)

5c. Etêliaĝĝamaji tiàmu.
He is looking at moose (plur).

6c. Etêliaĝĝamaji tapî.
He is looking at bows.

7c. Etêliaĝĝamaji àpî.
He is looking at nets

In the following two sentences you will observe that adjectives (adjectival verbs) also agree with the obviative form of the noun.

8a. Etêliaĝĝamatêl newtèilitêl mesginnitêl aĝ gesgunnitêl tiàmul.
He is looking at one big and heavy moose.

8b. Etêliaĝĝamaji nàniniji mesginniji aĝ gesgunniji tiàmu.
He is looking at five big and heavy moose (plur).

Expressions indicating possession are also subject to being in the obviative since two animate third persons may be present. Carefully study the following and note that only the singular shows the obviative marking.

9a. Ugtàpimêl. (note obviative ending)
His net (animate)

9b. Ugtàpimg. (note absence of obviative ending) (ugtàpimu with the obviative ending is also heard)
His nets.

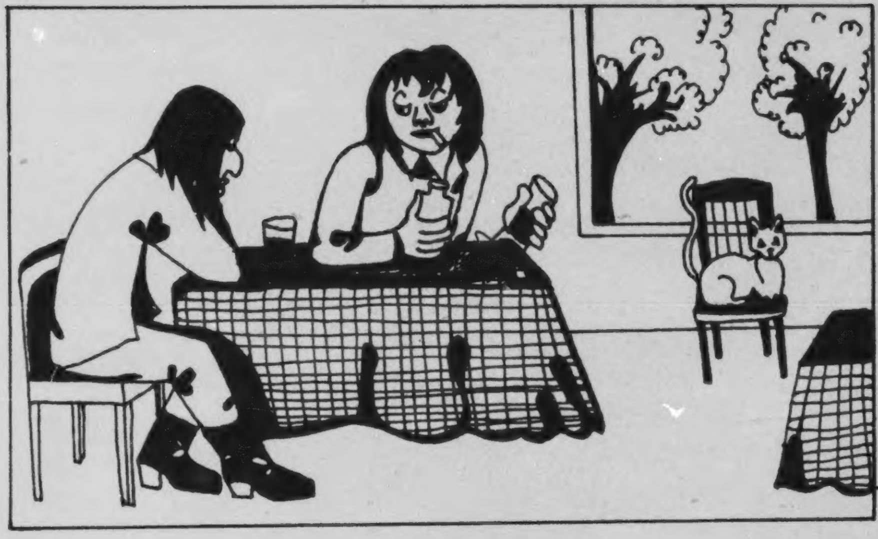
10a. Uggwitênêm.
His canoe (inanimate and cannot be obviative)

10b. Uggwitênêmêl. (-êl is the inanimate plural ending and NOT the obviative)
His canoes.

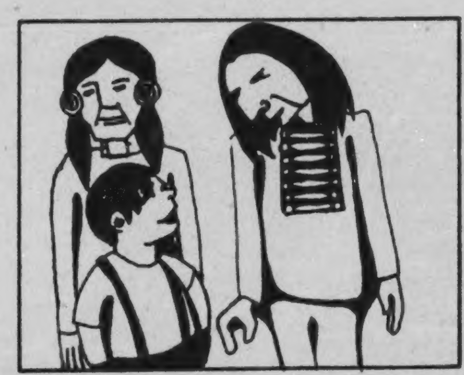
Note to the Student (Cont'd)

Let's summarize on obviation. The obviative ending is used when one finds the occurence of TWO ANIMATE THIRD PERSONS. Often the obviative serves to clarify a situation of ambiguity. It is placed on the second third person to distinguish it from the first. Obviation, however, is also subject to agreement. Consequently, adjectival verbs as well as bound pronouns will also require the obviative ending when the necessary conditions are met.

LESSON 10 (REVIEW)



C-: converse, communicate



10 C-1

Maliãn meets two strangers. (Note the use of the dual.)

A:	Taluisioĝ?	A:	What are your (dual) names?
B:	Nīn Pièl aĝ negêm An'têle.	B:	I'm Peter and he's Andrew.

10 C-1 (Cont'd)

A:	Tami têleyewioĝ?	A:	Where are you (dual) from?
B:	Elsipugtug têleyewieg.	B:	We (dual) are from Big Cove, New Brunswick.
A:	Talamŭg êgtêlugowaĝanuow?	A:	What kind of work do you (dual and plur) do?
B:	Têm'têmuègeyeg.	B:	We (dual) fish for oysters.
A:	Megêtòĝig?	A:	Are you (dual and plur) getting very many?
B:	Moĝwà, wesamatgwig. (wesam - maĝatgwig)	B:	No, the water is too rough.

10 C-2

Sàn discusses cod-fishing with two friends. (Note the use of the past tense as in Lesson 7.)

A:	Tami etêlpejuègeyoĝos ulagu?	A:	Where were you (dual) fishing for cod yesterday?
B:	Apaĝtug.	B:	Out in the bay. (Lit: open waters)
A:	Megêtŏĝosênig?	A:	Did you (dual and plur) get (past tense) very many?
B:	Moĝwà, wesamatgwigêp aĝ weṣam sisguigêp.	B:	No, it was too rough (past tense) and too muddy (past tense).

10 C-3

Alig talks to two friends who have just returned from hunting deer.

A:	Tami wejàtioĝ?	A:	Where have you (dual) been?
B:	Api lentugewègeyeg.	B:	We (exc) have been hunting deer.
A:	Mè goĝey?	A:	Got anything?
B:	Moĝwà, paseĝ pugwelaptŭtijig.	B:	No, just (saw) a lot of tracks.
A:	Mu wapusg alaptŭtĭgw?	A:	Did you see any rabbit tracks? (Lit: No rabbits making-tracks?)
B:	Èe, pugwelaptŭtijig.	B:	Yes a lot.

10 C-4

Tuma asks Sòsep and Etuèl where they've been.

A:	Tami wejãtioĝ?	A:	Where have you (dual) been?
B:	Ap sigweyeg.	B:	We've been out checking our traps. (ap, api: to come back, return)
A:	Goĝey getantuoĝ?	A:	What are you (dual) trapping?
B:	Gìgwesùg aĝ gopitg.	B:	Muskrat and beaver.
A:	Mè goĝey?	A:	Any luck?
B:	Ee, nanutègig gìgwesùg aĝ taputègig gopitg.	B:	Yes, I got five muskrats and two beavers.
A:	Wellugen. (newtèit gelulut) (Etuèlal gelulatêl) Gatu gìl?	A:	You're doing good. (addressing one person). (Turns to Etuèl) How about you?
C:	Nìn pasêg newtutèg gopit.	C:	I only got one beaver.
A:	Wellugen na.	A:	Well, that's good (i.e.: not bad).

E-: exercise, expand, extrapolate

10 E-1

This review lesson has not only reviewed past material but also concentrated on the dual. Be sure that you can use the dual before you go on. In order to get additional practice with the dual, write a dialogue where one person addresses two others together. Use anything that you've had to date and make your conversation imaginative. Hand this in for correction as soon as possible so that your teacher can use it as part of this review.

10 E-2

Free Conversation: Close your books and converse with your teacher on subjects that you have covered in the last five lessons. Make use of the vocabulary that you know and DO NOT SLIP INTO ENGLISH. Use the following topics to get the conversation going:

1. Three years after you left school you and a friend meet your teacher. Your teacher asks who your friend is and procedes to inquire as to where you are living and what you are doing.
2. You and your teacher are fishing. He asks about your last fishing trip: "What were you fishing for? Where did you go? Did you get very many?"
3. Your teacher meets you on the road as you return from checking your traps. He asks what you have been doing and also how good the hunting is in that area.

10 E-3

Repeat E-2 but with another student instead of with the teacher. Students should be paired in TWOS and do this exercise simultaneously.

10 E-4

It's X-ing time again (see Lesson 5, E-4). Using the folded-page technique, review the C's, M's, and E's of lessons 6 through 9. Do this review rapidly and, if you hesitate with some part of the lesson, mark that part with an 'X' (in pencil). After class, practise in the lab those parts marked with X's. As your learn them, erase the X's. Be sure to do this before we move on to lesson 11. This is your last chance to do any "catching-up" in lessons 6-10.

10 E-5

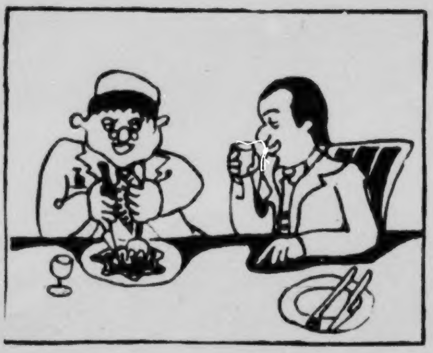
Answer the following questions in Micmac. The answers can be found in the C's of this lesson. (Hand in for correction.)

1. Taluisijig jīnêmug Pêlasua weltesguaji?
    jīnêm: man
    weltesgaĝ: I meet him
2. Tami têleyewijig?
3. Talamūg ugtêlugowaĝanuow?
4. Goĝey wesgatêmītij apaĝtug?
5. Goĝey getantūtij nipugtug?
    nipugt: woods, forest

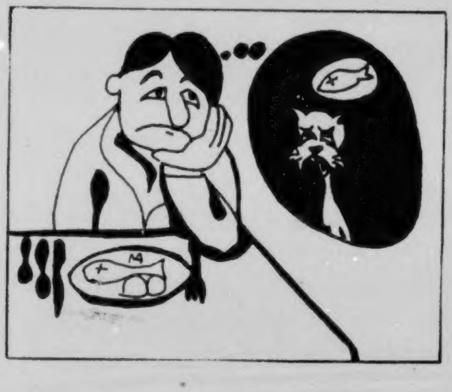
10 E-6

In Micmac, make up a story (or dialogue) to go along with each of the following pictures. (Hand in for correction and do orally.)

(1)

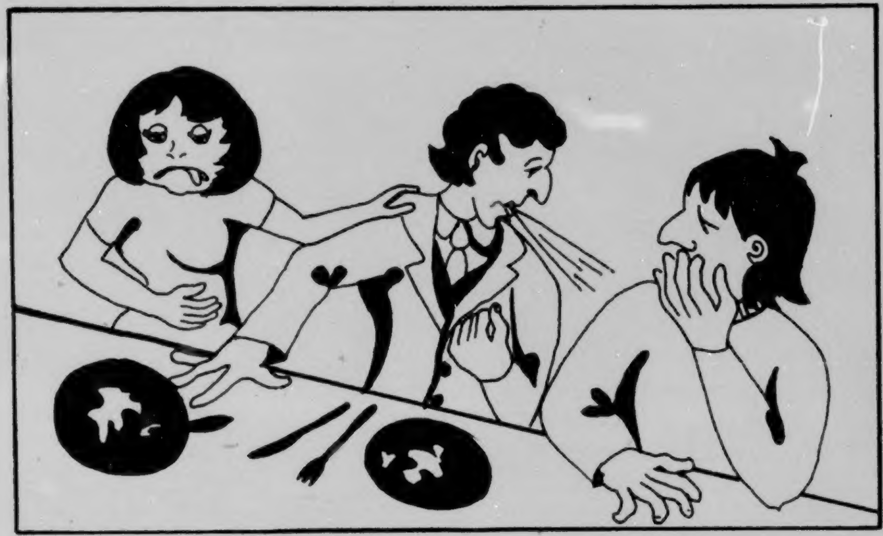


(2)



10 E-6 (Cont'd)

(3)



10 F-7

Read this story and answer the questions that follow:
(Hand in for correction.)

Nīn na Tuma, mìgêmewàj, aĝ wigi ŭt tet Migêmàgig. Pugwelgig nitapaĝ wigultijig gigjīw nīn tàn wigi. Negêmow teluisultijig Pièl, An'têle, Sòsep aĝ Etuèl. Mu wijey êntêlugowaĝaninen. Nīn aĝ Pièl wesgeyeg, gatu negêmow igtigig getantegejig. Gatu ŭt tet Migêmàgig, suel êmsêt wen wesget tàn tujīw nipg aĝ suel êmsêt wen getanteget tàn tujīw gesig. Tàn tujīw nipg aĝ apaĝt mò wesamatgwinug, na tujīw wesgêtieg. Pugweleg na. Tàn telmilamugsit nêmèj wesgalgêtt aĝ mãw loĝtègênigalgêtjig jagejg, aĝ megênêgêtjig têm'têmŭg. Megetèmeg êmsêt goĝey. Êl'pa na wijey tàn tujīw gesig aĝ getantaĝatieg. Pugweleg na. Tàn telmilamugsit wīsis getanêgêtt. Lentugg aĝ tiãmug, aĝ loĝtègênigalgêtjig gopitg, gīgwesŭg aĝ wapusg. Gis têluegg ênnŭg tàn wigultijig Migêmàgig êl'pa gitg usgewinŭg aĝ getantegewinŭg.

10 E-7 (Cont'd)

Vocabulary:

wijey	same, identical
igtig	other
suel	almost
nipg	summer
gesig	winter
telmilamū̀g	many different kinds
tel	an intensifier (very, many, so, etc.)
mā̀w	also
megênêm	I pick, gather
êľpa na wijey	it is the same
gis têluegg	you could say (Lit: already he would say)
ênnu	a person

Answer the following questions:

1. Wen na Tuma?
2. Tami têleyewit?
3. Gatu wenig witapa? Taluisultijig?
4. Gatu negêmow tallugutijig?
5. Gatu Migêmā̀gig, tallugutijig tā̀n tujī̀w nipg, gatu tā̀n tujī̀w gesig?
6. Goĝey getantū̀tij, wesgatêmī̀tij aĝ loĝtègênigatêmī̀jig gitg nipg aĝ gesig?
7. Taluegg gī̀l ugjit ênnū̀g tā̀n wī̀gultijig Migêmā̀gig?

10 E-8

Carefully read the following letter and answer the questions that follow: (Hand in for correction.)

Listugujewaĝ:

Mè talŏltioĝ? Gisgug nīn nigè telimuloĝ tàn teliaĝ ŭt tet. Nīn na têleyewi Esgisoĝonig aĝ teluisi Alig Gŭgŭ. Ewìgêmuloĝ na gilew tàn wigultioĝ Listugujg. Êmsêt na ginu Mīgêmaĝ, tàn wigultīgw Migêmàgig.

Tapusieg na ula nitap ewīgêmuleg. Negêm teluisit Túma Isag. Getŭ têlimuleg na entêlugowaĝaninen. Ninen na nemèjugewinŭg. Tàn tujīw apaĝt mò màmunatgwinug, na ninen wesgeyeg. Jagejg, têm'têmŭg, aĝ pejŭg na negêmow getangêtjig.

Gatu tàn tujīw wesam mànunatgwig, na tujīw getantegeyeg. Lentugg, tiàmug, aĝ gopitg na negêmow getangêtjig. Jijuaĝa ap ninen pugsugègeyeg aĝ megênmegêl gwimann aĝ atuomgoming. Goĝey ugjit mò gilew ewìgêmuiweg aĝ telimiweg tàn gilew telamŭg êgtêlugowaĝanuow.

Ap nêmŭltesênen

Alig aĝ Tuma

Vocabulary:

-ewaĝ	people of
tàn teliaĝ	what is happening
ewigêmaĝ	I write to him
jijuaĝa	sometimes
megênêm	I pick it

10 E-8 (Cont'd)

Questions:

1. Wenig ewīgêmujig?
2. Talluget Alig gisgug?
3. Wenig wigultijig Listugujg aĝ mãw Esgisoĝonig?
4. Talluget Tuma Isag?
5. Tallamũg ugtêlugowaĝanuow Alig aĝ Tuma?
6. Tallugejig tãn tujīw apaĝt mò mãmunatgwinug?
7. Tãn tujīw wesgètij goĝey getantũtij?
8. Gatu tãn tujīw mò wesgètigw, tallugejig?
9. Goĝey getantũtij aĝ megênmītij?
10. Goĝey ewīgêtaĝ aĝ têluetaĝ Listugujewaĝ?

10 E-9

Carefully read the following letter and answer the questions that follow: (Hand in for correction.)

Esgisoĝonigewaĝ:

Mè talòltioĝ. Nīn teluisi Pênnal Maltan. Listugujg têleyewi, wijey na mãw Migêmãgig êstêgè Esgisoĝonig. Nīn aĝ nitapaĝ getũ pipanimuleg tãn gilew telamũg êgtêlugowaĝanuow. Negêmow teluisultijig An'têle, Sòsep aĝ Etuèl. Nīn êntêlugowaĝan jagejuègewinu. An'têle negêm pejuègewinu, aĝ Sòsep aĝ Etuèl negêmow pugsugègewinũg.

Gatu gilew talamũg êgtêlugowaĝanuow Listugujg. Wesgêtioĝ? Talamugsit nêmèj getanoĝ. Gatu tal pugwelg pugsug nãtèl. Mè talamugsit wīsis gatu gilew getanoĝ. Ùt tet Esgisoĝonig mò piam pugwelug wīsis. Ninen êgsatêmugegg gisigtantunen tiãmuey aĝ lentugewey. *

---

* The ending -ewey, /-euei/, 'belonging to' drops the first -e when following a j-, and an m-. The result is -uey, as in: apêligêmujuey, 'rabbit-meat'; tiãmuey, 'moose-meat'. When a vowel precedes -ewey, then the -ew drops

(cont'd next page)

10 E-9 (Cont'd)

Ninen na ewìgêmuleg ugjit êgjìtunen tàn teliaĝ. Etug jel newte nàgweg ninen najimittugutitesnen Listugujg. Na tujìw ginu têluetesnu Mìgêmaĝ wijey telamùg gesatêmìtij tàn tel mimajultimg.

Nêmùltesnen,

Listugujewaĝ

Vocabulary:

pipanimul	I ask you
êgsatêmugg	I would like it
ewìgêmul	I write to you
êgjìtuan	if I know it
tàn teliaĝ	what is happening
nàgweg	a day
mimajultimg	a way of life

Questions:

1. Wenig ewìgêmujig?
2. Wen ewìget aĝ tami têleyewit?
3. Goĝey ugjit ewìgej Listugujg?
4. Gatu wenig witapa? Talluisultijig?
5. Tallamùgêl ugtêlugowaĝənual Esgisoĝonigewaĝ?
6. Goĝey pipanigesit Pênnal ugjit Listuguj?
7. Tallamùg egtantaĝan Esgisoĝonig?
8. Goĝey êgsatêmìtis nàtèl?
9. Goĝey ugjit ewìgêtijig Esgisoĝonigewaĝ?
10. Talluetesnu gisi mittugutìtij Mìgêmaĝ?

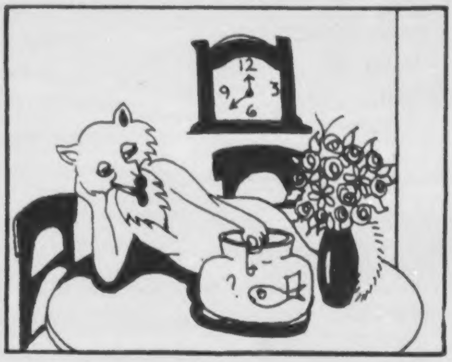
---

* (cont'd)
leaving -ey as in, for example, gìgwesuey, 'muskrat-meat'. This dropping of -ew- is common-place. In some cases it is optional as in: Mìgêmewaĝ or Mìgêmaĝ, 'Micmac people'. Note how gìgwesuey (gìgwesu + ewey), a noun, contrasts with the derived verbs: gìgwesùey (gìgwesu + uey), 'I'm acting

10 E-10

Your Micmac should be advanced enough at this point for you to be able to play Micmac Scrabble. Turn to the end of the book where you will find a Scrabble game which can be cut out and assembled. Your teacher will help you play your first game. The game can be played individually or in teams.

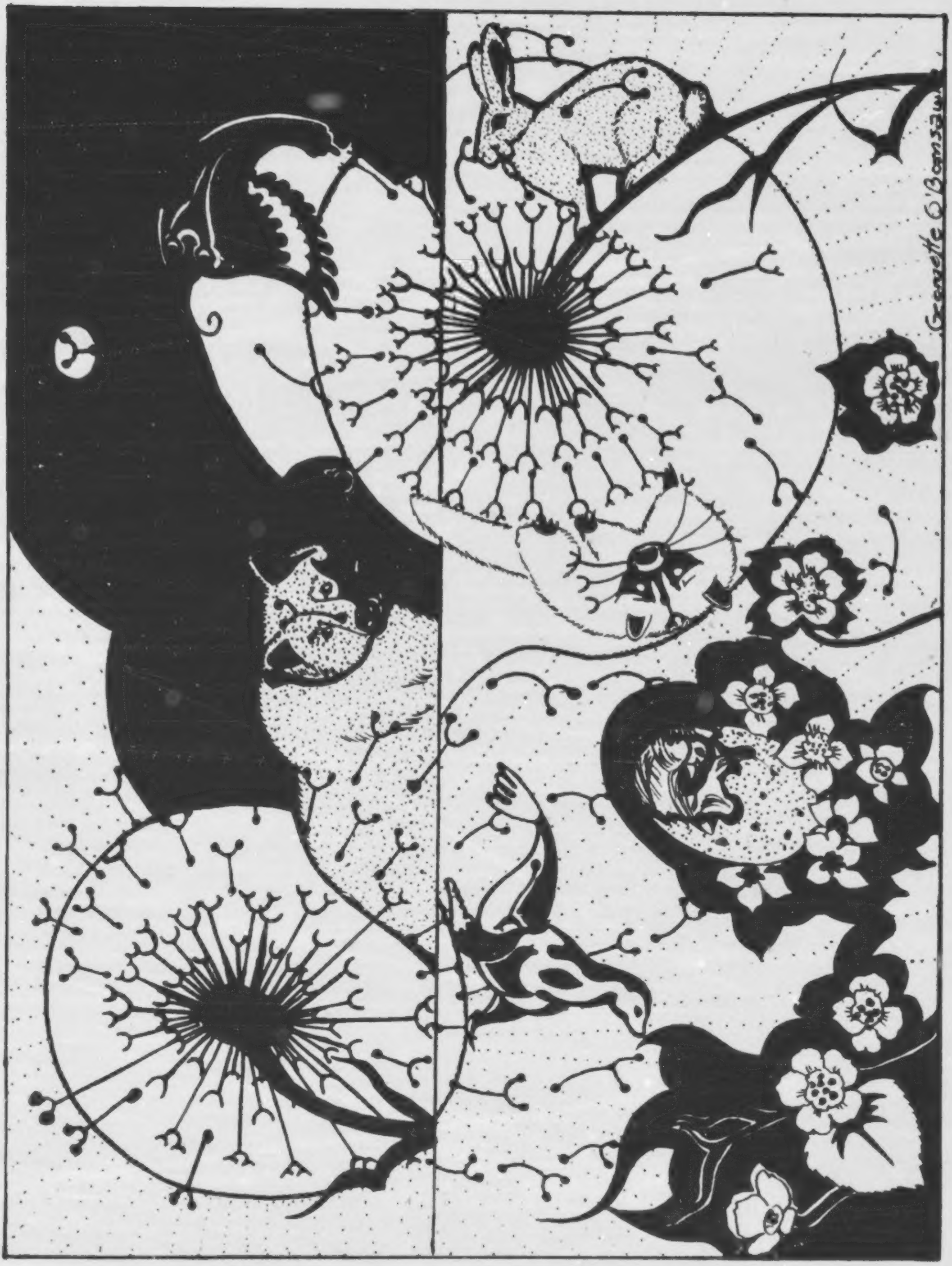
MAN
SEASON
OPEN



---

* (cont'd)
like a muskrat', and gigwesuŭey (gigwesu - ŭey)
'J'm turning into a muskrat'. (See Lesson 3, N.S. 3-._

THE GREAT SPIRIT, GLOOSCAP, and CREATION


Georgette O'Bomsawin

Glooscap, the Great Chief *

By reading the following paragraphs, you will learn what the next lessons hold in store for you.

Na nigè wejàtegemg wejgũaĝal geginàmasimgêl ginu usgumatesnu Saĝawey Mìgêm Gisitegewinu teluisit Gêlusgap. Tès newtè geginàmasimg na tetew newtè pugwey Gêlusgapewey agênutêmaĝan. Newtè ệmsêt wajũaĝ agênutêmaĝan tetew wejàtegemg geginàmasimg newtisgàĝ je newt gêlapis geginàmasimg newtisgàĝ je nàn. Ap igtig wajũaĝ agênutêmaĝan igênmuetasêttetew igtigêl nangêl geginàmasimgêl esgwiaĝal.

Vocabulary:

wejàtegemg	from now on
wejgũaĝ	it is coming
geginàmasimg	lesson
usgumatesnu	we will talk about him
usgumàs	I will talk about him
sàĝawey	old
Mìgêm	Micmac
Gisitegewinu	Creator

---

* The Glooscap stories you will find in Lessons 15-20 are translations from: More Glooscap Stories by Kay Hill, 1970.

Glooscap, the Great Chief (Cont'd)

tès	each time
tetew	something will be there
pugwey	chapter (Lit: a piece of)
aĝênutêmaĝan	a story
wajùaĝ	full, complete
gêlapis	until
igênmuetasêttetew	it will be given
esgwiaĝ	it is left, remaining

Wen na Gêlusgap. Negêm na gisiapêni Mīgêmaĝ. Nisgaminu Nàgùset petgimapênn maĝamigeg ugjit mimajuàtun êmsêt goĝey: ênnùg, wīsisg, aĝ êmsêt goĝèl wejisĝaligêl maĝamigewigtug. Gêlusgap na neyàtoĝop êmsêt goĝey gelùg ugjit Mīgêmaĝ. Gatu Gêlusgap ugjigênamêl teluisilitêl Malsêm na negêm neyatoĝop pasêg goĝey winjig. Je têlià Gêlusgap esàpênn Malsêmal migêm(ew)àgig, Malsêm gisgug mè wijey telialluget ugsêtĝamùg. Pugwelg el'toĝ winjig, ali òpêlàteget aĝ el'pà mo gelugtênug tàn tellugej.

gisiapêni	he created them
Nisgam	Spirit or God
nàgùset	the sun
petgimapênn	he sent him here
maĝamigew	the earth
mimajuàtun	to bring life to
ênnu (also êlnu)	a person
wejisĝaligêl	plants (that which springs from...
maĝamigewigtug	from the earth
neyàtoĝ	he shows it
ugjigênamêl	his brother
winjig	it's bad, evil
je têlià	even though
esàpênn (esàĝ)	he banished him (I banish him)

Glooscap, the Great Chief (Cont'd)

Migêmàgig	land of the Micmacs
teliallugey	I am working here and there
ugsêtg̑amu	the world
el'tu	I make it
ali	wandering, moving around
òpêlàtegey	I am doing wrong
tellugey	the way I am working

Ugjit na tàn amgwesewègīg pàtêliàsgīg teliwsuàtũtip Migêmewey êgtêlamsutati ag̑ àsutêmag̑an, nigè gisgug na gelusuag̑an "Glooscap" telueg êstêgè wen "pusgiegsuet". Êl'pa na wijey ugjit "Manitou", amgwes ītêluegêp êstêgè 'Egjinisgam' na nigè gisgug telueg êstêgè "devil". Gis têlues wen na amgwesewègīg patêliàsgīg teliag̑g̑amàtisêni Migêmewèg Nisgaminũg êstêgè mò gêlũsultênin gêlaman na negêmewè Nisgaminũ gisineyàlàtita. Na tàn wejgwitàg̑al agênutêmag̑an, èwutesnu nà gêlusuag̑an "Gêlusgap" êstêgè tànig ugtinnewag̑ wetapegsultīgw ginu ītêliewmītip gīs nigè sàg̑.

Vocabulary:

amgwesewègīg pàtêliàsgīg	missionaries (Lit: first priests)
teliw	how, the manner in which
wesuàtũtip	they took it
êgtêlamsutati	faith
àsutêmag̑an	a prayer
gelusuag̑an	a word
telueg	it says, it means
pusgiegsuey	I lie regularly, tell falsehoods
amgwes	once
Êgjinisgam	Great Spirit

Glooscap, the Great Chief (Cont'd)

aĝĝamàtiseni	they looked at, they viewed in a certain way
aĝĝatêm (also angaptêm)	I look at it
gêlaman	so, consequently
gisineyàlanew	they were able to show them
(gisineyàlêg)	(I'm able to shim him)
èwum	I use it
tànig (tàn + ig)	who (plural relative pronoun)
ugtinnewaĝ wetapegsultìgw ginu	ancestors (Lit: from their bodies we descend)

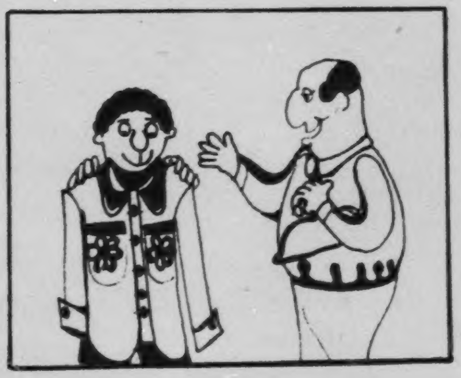
Answer the following questions in Micmac:
(Hand in for correction.)

1. Na nigè wejàtegemg, wen usgumatesnu?
2. Goĝey tetew tès newtè geginàmasimg?
3. Gatu tami tetew newtè êmsêt wajùaĝ agênutêmaĝan?
4. Wen na Gêlusgap?
5. Wen petgimasênn? Goĝey ugjit?
6. Goĝey Gêlusgap neyàtoĝos? Gatu ugjigênamêl?
7. Talluget gisgug Malsêm?
8. Goĝey telueg na gêlusuaĝan "Glooscap" gisgug?
9. Gatu 'Manitou'? Talgis? (Talgis: How come? Why?)
10. Taliaĝĝamàtisêni amgwesewègìg patêliàsgìg Mìgêmewèg Nisgaminùg?
11. Talièwutesnu ginu na gêlusuaĝan 'Gêlusgap'?

LESSON 11

SATURDAY
GREAT
Circus

C-: converse, communicate



11 C-1

An'têle meets Etuèl coming back from shopping.

A:	Welpit na êgtatêlàyêm.	A:	Your shirt is nice
B:	Welàlin.	B:	Thank you.
A:	Tami wettelasêp?	A:	Where did you buy it?
B:	Ulwêrteg.	B:	At Woolworth's.

11 C-1 (Cont'd)

A:	Tel'tètêmên mē gegggunà-tiji?	A:	Do you thing that they have any more?
B:	Èe, tel'tètêm.	B:	Yes, I think so.

M-: mimmic, memorize, manipulate

11 M-1

(Review 'adjectives' in Lesson 7, N.S., 4-.) The adjectival verb welpit is used with animate nouns

A:	Welpit na êgtatêlàyêm.	A:	Your shirt is nice. (atêlày: shirt, animate)
	Welpit na êgtêspisunêm.		Your belt is nice.
	Welpit na êggotêm.		Your coat is nice. (English 'coat': got)
	Welpijig na gêmugsêng.		Your shoes are nice.
	Welpijig na gêmàgêng.		Your moccasins are nice.
	Welpijig na êgnàitjağanêmg.		Your gloves are nice.

11 M-2

A:	Tami wettelat?	A:	Where did you buy it?
	Tami wettelasêpênig?		Where did you buy them?

11 M-3 (The locative ending -eg or -g can generally be translated by 'at' or 'in'.)

B:	Ulwêrteg.	B:	At Woolworth's.
	Magêsang.		At the store. (French: magasin)
	Utang.		In town.
	Ĝamèg.		At Campbellton. (Lit: The other side.)
	Atueneg.		At Anthony's.

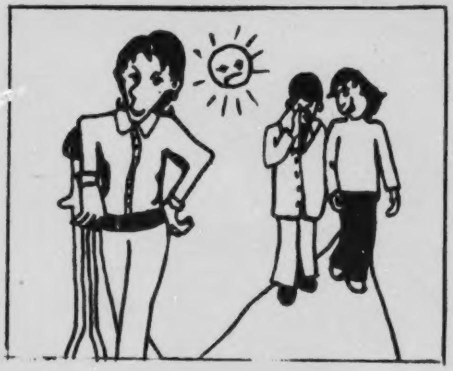
11 M-4

A:	Tel'tètêmên mè geggunàtiji atêlàyg?	A:	Do you think that they have any more shirts?
	Tel'tètêmên mè geggunàtiji êspisung?		Do you think that they have any more belts?
	Tel'tètêmên mè geggunàtiji gotg?		Do you think that they have any more coats?
	Tel'tètêmên mè geggunàtiji màgêng?		Do you think that they have any more moccasins?
	Tel'tètêmên mè geggunàtiji êmgêsệng?		Do you think that they have any more shoes?
	Tel'tètêmên mè geggunàtiji pijjaĝang?		Do you think that they have any more gloves?

11 M-5

B:	Èe, tel'tètêm.	B:	Yes, I think so.
	Èe, nemìgêpênig.		Yes, I saw some.
	Èe, epipênig tàsijig.		Yes, there were some there. (Lit: They were sitting there, some of them.)
	Mu nemiaĝapênig.		I didn't see any.
	Mu epigupênig tàsijig.		There were none there.

C-: converse, communicate



11 C-2

Sù and Alig are chatting as they walk out of the general store.

A:	Wen net ala?	A:	Who's that over there?
B:	Pêlasua na. Listugujg têleyewit.	B:	That's Frank. He's from Restigouche.
A:	Welpilitêl na atêlàyêl alnasguatêl.	A:	That's a nice shirt he's wearing.
B:	Tami etug wetteluatêl?	B:	Where exactly did he buy it? (Lit: Where maybe did he buy it?)
A:	Tel'tètêm Ulwêrteg gisna Atueneg.	A:	I think at Woolworth's or at Anthony's.
B:	Tel'tètêmên etug mè geggunàtiji?	B:	Do you think that perhaps they still have some?
A:	Ee, tel'tètêm.	A:	Yes, I think so.

A Dialogue on Directions

Someone walks up to you and asks you for directions.

You answer him as follows:

A:	Gè têlimi, tami wigit Atuenjìj?	A:	Tell me, where does Anthony (little) live?
B:	Panaèmg tapùgêl maylêl wejàtegemg tet.	B:	About two miles from here
A:	Tallipgisintes nàtèl?	A:	How do I get there?
B:	Patatujg lia tet aĝ siawàsi tapùgêl maylêl.	B:	Turn left here and keep on going for two miles.
	Nêmituatês wiguow inaĝaneg.		You'll see his house on the left.
A:	Mesgìg aĝ sisguamùg, aĝ megwègêl gàĝann?	A:	It's big and brown, and has a black roof and a re door?
B:	Èe, etêna na.	B:	Yes, that's the one.

A Dialogue you want to Learn

Is there some particular dialogue or set of phrases that you would like to learn? Would you be able to buy salmon in Restigouche, oysters in Eskasoni, lobster in Burnt Church, and clams in Eel River Bar? As you know, Micmac is spoken in all of these places. Your ability to speak Micmac to the people in these areas will earn you both appreciation and admiration. Furthermore, this is your chance to have an input into the content of this course. Take advantage of it. Carefully select a topic of interest, write a dialogue, and turn it in to your teacher for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

11 E-1

Do the following exercise. All of the items of clothing mentioned are animate in gender. Note the change from singular in A. to plural in B.

A 1.	Wettelasêp êgtatêlàyêm Atueneg?	Did you buy your shirt at Anthony's?
	Èe, welpijig na atêlàyg Atueneg.	Yes, Anthony's is known for nice shirts. (Lit: Nice shirts at Anthony's)
2.	____________________ ____________________	Did you buy your belt at Anthony's?
	____________________ ____________________	Yes, Anthony's is known for nice belts.

11 E-1 (Cont'd)

3.	____ ____	Did you buy your coat at Anthony's?
	____ ____	Yes, Anthony's is known for nice coats.
B 4.	Wettelasêpênig gêmugsêng Atueneg?	Did you buy your shoes at Anthony's?
	Èe, welpijig na êmgêsêng Atueneg.	Yes, Anthony's is known for nice shoes.
5.	____ ____	Did you buy your moccasins at Anthony's?
	____	Yes, Anthony's is known for nice moccasins.
6.	____ ____	Did you buy your gloves at Anthony's?
	____ ____	Yes, Anthony's is known for nice gloves.
7.	____ êgtêpijjaĝang ____	Did you buy your mitts at Anthony's?
	____	Yes, Anthony's is known for nice mitts.

11 E-2

Do the following exercise. All of the items of clothing mentioned are inanimate (compare with the previous exercis
Again note the change from singular in A. to plural in B.

A 1.	Wettelmùsêp êgtàgwesên Atueneg?	Did you buy your hat at Anthony's?
	Èe, weltegêl na àgwesênn Atueneg.	Yes, Anthony's is known for nice hats.

11 E-2 (Cont'd)

2.	êgmagotêm	Did you buy your dress at Anthony's?
	________	
	________	Yes, Anthony's is known for nice dresses.
	________	
B 3.	êgpitàĝaweymêl	Did you buy your trousers at Anthony's?
	________	
	________	Yes Anthony's is known for nice trousers.
4.	êgtisigênn	Did you buy your socks at Anthony's?
	________	
	________	Yes. Anthony's is known for nice socks.

11 E-3

Do the following exercise on possessive pronouns. Note that the pronouns of part A. are singular and that the object possessed is singular and animate. Those of part B. are also singular but the object possessed is plural and animate. (Re-read Lesson 9, Note to the Student.)

A 1.	Gìl na êggotêm?	A: Is that your coat?
	Moĝwà, mu nìnewey.	B: No, that's not mine.
	Ala negêmewèl.	That's his.
2.	________	A: Is that your belt?
	________	B: No, that's not mine.
	________	That's his.
3.	________	A: Is that your shirt?
	________	B: No, that's not mine.
	________	That's his.

11 E-3 (Cont'd)

4. ____________________ A: Is that your horse?
____________________ B: No, that's not mine.
____________________ That's his.

5. __________ êgti na? A: Is that your dog?
(-ti meaning 'work anima
when possessed, is usual
used to refer to 'dog'
rather than ênmûj)
____________________ B: No, that's not mine
____________________ That's his.

6. ____________________ A: Is that your cat?
____________________ B: No, that's not mine.
____________________ That's his.

B 7. ____________________ A: Are those your horses?
____________________ B: No. they are not mine.
____________________ They are his.

8. ____________________ A: Are those your dogs?
____________________ B: No, they are not mine.
____________________ They are his.

9. ____________________ A: Are those your cats?
____________________ B: No, they are not mine.
____________________ They are his.

10. ____________________ A: Are those your shirts?
____________________ B: No, they are not mine.
____________________ They are his.

11. ____________________ A: Are those your shoes?
____________________ B: No, they are not mine.
____________________ They are his.

12. ____________________ A: Are those your gloves?
____________________ B: No, they are not mine.
____________________ They are his.

11 E-4

In the following exercise, you will learn the use of plural possessive pronouns. As in the previous exercise, the objects of part A. are singular, those of part B. are plural.

A 1.	Egtèsipowmuow na?	A:	Is that your (plur) horse (sing)?
	Moĝwà, mu ninênewey.	B:	No, that's not ours.
			That's theirs.
2.		A:	Is that your (plur) dog?
		B:	No, that's not ours.
			That's theirs.
3.		A:	Is that your (plur) cat?
		B:	No, that's not ours.
			That's theirs.
B 4.	Êgtèsipowmuaĝ na?	A:	Are those your (plur) horses (plur)?
	Moĝwà, mu nineneweg.	B:	No, those are not ours.
			Those are theirs.
5.		A:	Are those your (plur) dogs?
		B:	No, those are not ours.
			Those are theirs.
6.		A:	Are those your (plur) cats?
		B:	No, those are not ours.
			Those are theirs.

11 E-5

Kinship terms in Micmac are always possessed. Re-read Lesson 9 which discusses the notion of "possessed noun" and how the possessive is formed. Only a limited number of the kinship terms found in Micmac will be presented here. These are the ones that are more commonly used today and they do not extend far into the extended family which traditionally would include uncles and aunts, great-uncles and great-aunts, and so on. There are, howeve kinship terms which define these relationships Since we will not be covering all of these terms here, should you wish to know more of them, consult Rand's dictionary. *

1.	Gujj na?	A:	Is that your father?
	Èe, nujj.	B:	Yes, that's my father.
	Aĝ mȁw êngij.		With him is my mother. (Lit: And also my mother.
2.	Êggwis na?	A:	Is that your son?
	________	B:	Yes, that's my son.
	________ êntus.		With him is my daughter.
3.	Êgjigênam na?	A:	Is that your younger brot
	________	B:	Yes, that's my younger brother.
	Aĝ mȁw ênsis.		And with him is my older brother.
4.	Êggwejìj na?	A:	Is that your younger sist
	________	B:	Yes, that's my younger sister.
	________		And with her is my older sister.

---

* Dictionary of the Language of the Micmac Indians, by the Reverend Silas Tertius Rand, Nova Scotia Printing Company, 1888.

1 E-5 (Cont'd)

5.	Egtêlamugsis na?	A:	Is that your uncle? (Can be on mother's side or on father's side.)
		B:	Yes, that's my uncle
			And with him is my aunt. (Again, this can be on mother's side or on father's side.)
6.	Gêmijgamij na?	A:	Is that your grandfather?
		B:	Yes, that's my grandfather.
	Aĝ mầw nugumij.		With him is my grandmother.
7.	Gulugs na?	A:	Is that your nephew?
		B:	Yes, that's my nephew.
			With him is my niece.
8.	Êggeggusg na?	A:	Is that your god-parent? (god-mother or god-father)
		B:	Yes, that's my god-parent.
9.	Êggênigên na?	A:	Is that your god-child? (god-son or god-daughter)
		B:	Yes, that's my god-child.

1 E-6

Body parts, like kinship terms, are always possessed. Since body parts are "possessed nouns", they form the possessive in the same characteristic way as do kinship terms. Do the following exercise, and learn the new terms that are introduced. Note that the terms are organized into three groups: head (A), torso (B), legs (C).

A 1.	Talầtegeg gun'ji?	A:	What's wrong with your head? (Telầtegeg:it is the cause of)
	Jilòtêmap.	B:	I hurt it. (past tense: -ap)
	Aĝ mầw ênĝotaĝan.		And my throat too.

11 E-6 (Cont'd)

2.	______________ gijinuan?	A:	What's wrong with your cheek?
	______________	B:	I hurt it.
	______________ ênsituaĝan.		And my ear too.
3.	______________ êgpugug?	A:	What's wrong with your eye?
	______________	B:	I hurt it.
	______________ ênsisĝon.		And my nose too.
4.	______________ êgtun?	A:	What's wrong with your mouth?
	______________	B:	I hurt it.
	______________ êntugapègên.		And my chin too.
5.	______________ êgsi?	A:	What's wrong with your lips?
	______________	B:	I hurt it.
	______________ nipit.		And my teeth too.
B 1.	______________ êgpusgun?	A:	What's wrong with your chest?
	______________	B:	I hurt it.
	______________ êntêlamilu.		And my stomach too.
2.	______________ êgpaĝam?	A:	What's wrong with your back?
	______________	B:	I hurt it.
	______________ ênpigaĝan.		And my rib too.
3.	______________ êgtêlmaĝan?	A:	What's wrong with your shoulder?
	______________	B:	I hurt it.
	______________ ênjītaĝan.		And my neck too.
4.	______________ êgpigên?	A:	What's wrong with your hand?
	______________	B:	I hurt it.
	______________		And my arm too.

1 E-6 (Cont'd)

5.	____________ gênusgênigên?	A:	What's wrong with your elbow ? (animate)
	____________	B:	I hurt it.
	____________ ênpigêney angwisgaĝan.		And my wrist too.
6.	____________ êgtêluigên?	A:	What's wrong with your finger?
	____________	B:	I hurt it.
	____________ êntijin.		And my thumb too.
C 1.	____________ gulugun?	A:	What's wrong with your leg?
	____________	B:	I hurt it.
	____________ êntassuigên.		And my lower back too.
2.	____________ êgjigun?	A:	What's wrong with your knee? (animate)
	____________	B:	I hurt it.
	____________ êntatgâlam.		And the calf of my leg.
3.	____________ êggajigên?	A:	What's wrong with your shin?
	____________	B:	I hurt it.
	____________ êngatey answisgaĝan.		And my ankle too.
4.	____________ êggat?	A:	What's wrong with your foot?
	____________	B:	I hurt it
	____________ nemaĝjigeweym.		And my toe too.

1 E-7

The following exercise is designed to teach you the use of color terms in Micmac. Before doing this exercise, be sure to read the discussion on colors in this lesson's Note to the Student. The nouns in part A. are animate; those in part B. are inanimate.

A 1.	Talamugsit êgtatêlàyêm?	A:	What color is your shirt?
	Megwèg.	B:	Red.

11 E-7 (Cont'd)

2.		A:	What color is your belt?
		B:	Blue.
3.		A:	What color is your coat?
		B:	White.
4.		A:	What color are your shoe
		B:	Black
5.		A:	What color are your moccasins?
		B:	Brown.
6.		A:	What color are your glov
		B:	Beige.
B 7.	Talamùg êgtàgwesên?	A:	What color is your hat?
	Ewnèg.	B:	Navy blue.
8.		A:	What color is your dress
		B:	Yellow.
9.		A:	What color are your trousers?
		B:	Light blue.
10.		A:	What color are your sock
		B:	Orange.

11 E-8

Do the following and note that the nouns of part A. are animate; those of part B. are inanimate.

A 1.	Talimgwèg êgtatêlàyêm?	A:	What kind of red is your shirt?
	Gesimgwèg.	B:	It's bright red.
2.	Taliewnèg êggotêm?	A:	What kind of blue is your coa
		B:	It's light blue.

11 E-8 (Cont'd)

3.	Tal'sisguamùgsit êgtêspisun?	A:	What kind of brown is your belt?
	Maĝtawsisguamugsit.	B:	It's dark brown.
4.	Talimĝatawègig gêmugsêng?	A:	What kind of black are your shoes?
	Gesimĝatawègig.	B:	They're intense black.
5.	Tallagêlemamugsijig gêmàgêng?	A:	What kind of beige are your moccasins?
	Amlagêlemamugsijig.	B:	They're light beige.
B 6.	Talimĝatawèg egtàgwesên?	A:	What kind of black is your hat?
	Amimĝatawèg.	B:	It's charcoal.
7.	Taliewnèg êgtoĝon?	A:	What kind of blue is your dress?
	Gesiewnèg.	B:	It's bright blue.
8.	Tal'siguamùgul êgpitàĝaweymêl?	A:	What kind of brown are your trousers?
	Am'sisguamùgul.	B:	They're light brown.
9.	Talistoĝonamùgul êgtisigênn?	A:	What kind of green are your socks?
	Maĝtawistoĝonamùgul.	B:	They're dark green.

11 E-9

Answer the following questions as completely as possible. (Hand in for correction.)

1. Tami tet Etuèl wetteluasênn ugtatêlàyêmêl?
2. Mè geggunàtiji atêlayg Ulwerteg?
3. Wen ta net ala welpilitêl ugtatêlàyêmêl?
4. Tel'tètêmên wetteluatêl Ulwerteg gisna Atueneg?
5. Nemìsêpênig tàsijig atêlàyg magêsang?

11 E-10

Write five questions that can be answered from this lesson's C's and M's. Be prepared to answer them orally. (Hand in for correction.)

11 E-11

Write a conversation using as much as possible of this lesson's material. Try to use possessive pronouns with items of clothing and body parts Hand in your conversatic for correction.

11 E-12

This is the story of a Restigouche family which does its shopping across the river in Campbellton. Read this story and answer the questions which follow.

Tès gespêteg nīn aĝ êntèpitêm aĝ nên'jang asoĝomitāyeg utang. Natanguātięg na utang, mè oĝo pugwelgêl magêsann nātèl. Nīn teluisi Al'pêt, êntèpitem na Luīs. Nesungig mijuājìjg, tapusijig êl'pātujg aĝ nęwtèjit epitèjīj. Negêmow na mawigsatêmītij natanguātimg. Êmsêt wen nat goĝey pewatg. Nīn pewalg piley atêlāy. Entèpitêm pewalaji pilè êmgêsêng. El'pātujg pewalātiji pilè gotg, aĝ epitèjīj pewatg piley magot. Mijipjewey na māw wejātueg. Tān tujīw tepiey suliewey aĝ mijuājījg welmêtùtītij, nīn aĝ entèpitem wejātaĝattêl papitaĝanèl.

Vocabulary:

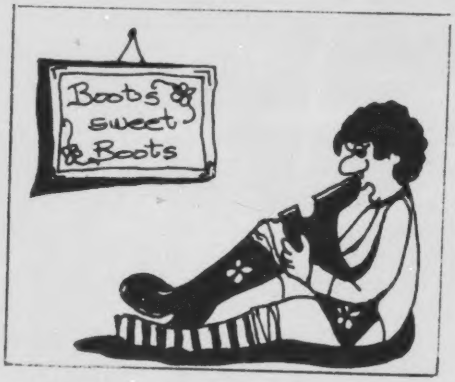
gespêteg	Saturday
nên'jan	my child
asoĝomāsi	I go across (bridge,river,etc
natanguay	I'm going shopping
mè oĝo	because of
mijuājīj	a youngster

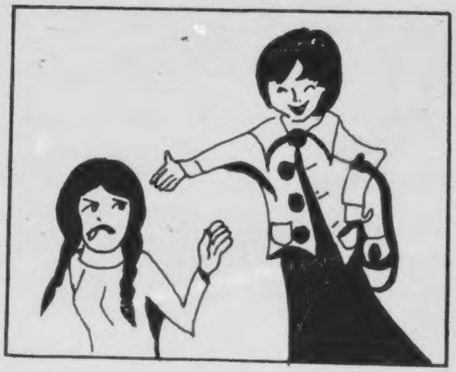
ll E-12 (Cont'd)

piley	new
magot	a dress
mijipjewey	food, groceries
wejàtu	I buy it
tepiey	I have enough
suliewey	money
welmêtu	I behave well
papitaĝaney	a toy

Questions: (Hand in for correction.)

1. Tallugutieg ninên gespêteg?
2. Goĝey ugjit utang?
3. Taluisultieg aĝ tàsieg?
4. Goĝey nīn aĝ êntèpitem pewatêmeg?
5. Goĝey êl'pàtujg aĝ èpitèjīj pewatêmītij?
6. Ap goĝey igtig wejàtueg?
7. Teĝen tujīw wejàtuegêl papitaĝanèl?





Note to the Student

1- Colors in Micmac are generally stated by comparison with an object of the color to be described. For example the word for 'green' is *êstoĝonamŭg* which literally means 'the color of a fir tree'.* The ending *-amŭg* means 'color of'. By combining this ending, *-amŭg*, with objects found around you, you will be able to state any color that you wish (see section (1) below. There are a few color words, however, which end in *-èg* and do not appear to be derived from comparison. Some of these color words are stated in section (2) of the following examples:

1.	êstoĝonamŭg	green (the color of a fir tree)
	sisguamŭg	brown (the color of mud)
	musigêsgamŭg	light blue (the color of the sky)
2.	megwèg	red
	maĝtawèg	black
	wapèg	white

These colors can further be modified with words such as: 'light', *ami-*; intense, *gesi-*; dark (black), *maĝtaw-*. These terms combined with color words result in the description of various shades of color. Study the followi examples:

3.	amimgwèg	light red
	gesimgwèg	deep red or scarlet
	maĝtawimgwèg	dark red
4.	amistoĝonamŭg	light green
	gesistoĝonamŭg	deep or intense green
	maĝtawistoĝonamŭg	dark green

* An alternative word for *Esgisoĝonig*, 'Eskasoni', is *Wègistoĝoniq* which appears to be based on *êstoĝon* and may mean 'where the fir trees (evergreens) end'.

e to the Student (Cont'd)

It is therefore clear from the examples that we have seen that colors, like numbers, in Micmac form a system. They form a system in that by knowing a few basic terms along with rules of combination, you are able to create words to describe almost any color that you encounter.

The following is a list of some of the most common color words of Micmac:

megwèg	red
gesimgwèg	scarlet (very red)
wapèg	white
maĝtawèg	black
ewnèg	navy blue, dark blue
wisawèg	yellow
wisawsulieweyamùg	gold (yellow money)
sulieweyamùg	silver (money)
pêlamuamùg	pink (salmon color)
êstoĝonamùg	green (the color of a fir tree)
wisawsanamùg	orange (color of an orange)
musigêsgamùg	light blue (color of the sky)
lagêlemamùg	beige (color of cream) (from French: "la crème")
sisguamùg	brown (color of mud)
êgjipàtêliàsuamùg	purple (color of a bishop's robes) (Lit: color of a high priest)

In lessons 6 and 9, we saw how singular possessive pronouns were formed. We examined singular possessive pronouns, first as applied to non-possessed nouns, and second as applied to possessed nouns We will now study plural possessive pronouns and the form that they take with singular and plural nouns. In paradigms 1 and 2, "canoe" is inanimate. In paradigms 3 and 4, "dog" is animate Note that no dual

Note to the Student (Cont'd)

and plural distinction is made with the use of the possessive. You will recall that transitive verbs (verbs with objects) also did not distinguish the dual and the plural. This is called dual-plural neutralizati

1.	gwitên	canoe (inanimate)
	êntgwitênêm	my canoe
	êggwitênêm	your canoe
	uggwitênêm	his canoe
	êggwitênêminu	our (inc) canoe
	êntgwitênêminen	our (exc) canoe
	êggwitênêmuow	your (plur) canoe
	uggwitênêmuow	their canoe
2.	êntgwitênêmêl	my canoes
	êggwitênêmêl	your canoes
	uggwitênêmêl	his canoes
	êggwitênêminal	our (inc) canoes
	êntgwitênêminal	our (exc) canoes
	êggwitênêmual	your (plur) canoes
	uggwitênêmual	their canoes

By comparing the forms with each other (remember the Comparing Technique), it is possible to establish the forms of the plural possessives. Note that the plural possessive pronouns include the singular possessive pron prefixes: ent....êm, êgt....êm, ugt....êm (see lesson 9) Note also that the inclusive possessive pronoun (inclusi because it includes the person being addressed) has the second person prefix, êgt....êm. The exclusive possessi pronoun (exclusive because it excludes the person being addressed), as expected, does not have the second person possessive prefix. Note also that the plural of the nou being possessed, 'canoes', is marked by the final -l.

te to the Student (Cont'd)

In the following paradigms, 3 and 4, animate plurality is signalled by the final -g. Note also the occurence of the obviative -l (see lesson 9) when the possessive pronoun is a singular third person, and the absence of the plural -g when the possessive pronoun is a plural third person. This again signals obviation.

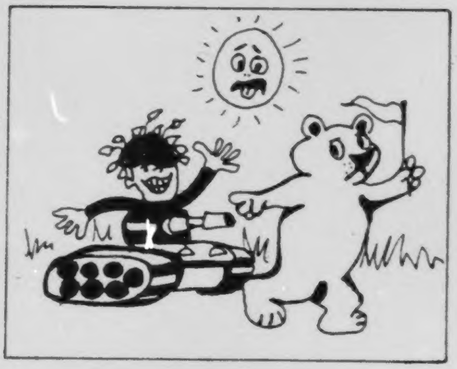
3.	ênmûj	dog (animate)(ênti, 'my pet', is normally used instead of ênmûj when possessed)
	êntênmûjêm	my dog
	egtênmûjêm	your dog
	ugtênmûjêmêl	his dog
	êgtênmûjêminu	our (inc) dog
	êntênmûjêminen	our (exc) dog
	êgtênmûjêmuow	your (plur) dog
	ugtênmûjêmual	their dog
4.	êntênmûjêmg	my dogs
	êgtênmûjêmg	your dogs
	ugtênmûjêmg	his dogs
	êgtênmûjêminaĝ	our (inc) dogs
	êntênmûjêminaĝ	our (exc) dogs
	êgtênmûjêmuaĝ	your (plur) dogs
	ugtênmûjêmua	their dogs

Let us now turn to possessed nouns and see how plural possessives are formed. Remember that possessed nouns constitute a special class in that possession is obligatorily indicated and in a manner different from that found in examples 1 through 4 (see lesson 9). Since most possessed nouns are animate, only animate paradigms are given.

Note to the Student (Cont'd)

5.	nêmis	my older sister
	gêmis	your older sister
	umisêl	his older sister
	gêmisinu	our (inc) older sister
	nêmisinen	our (exc) older sister
	gêmisuo$_w$	your (plur) older sister
	umisual	their older sister
6.	nêmisg	my older sisters
	gêmisg	your older sisters
	umisg	his older sisters
	gêmisinaĝ *	our (inc) older sisters
	nêmisinaĝ	our (exc) older sisters
	gêmisuaĝ	your (plur) older sisters
	umisua	their older sisters

This marks the end of our discussion on possession. Be sure to understand it well before going on.



---

* g → ĝ after o, a.

esson 11 (Cont'd)

ÊLUSGAP, MESGILG SAĜAMAẀ (Glooscap, The Great Chief) - Part 1

The new section that has been added after this lesson and hose to come will allow you to gain an understanding of the ulture of the Micmac as viewed through some of their literature. s you read the following story, you will note that the unctuation is not as you might expect from standard written icmac. You will often encounter sentence fragments. Do not et this disturb you since such stories are based on an oral radition and the punctuation reflects some of the pauses that ould be used by a story-teller. These stories were first ecorded on tape and then transcribed by the native story- eller himse[illegible] (Manny Metallic). Pay special attention to he breaks and pauses as you listen to the tape.)

Tàn tujīw Migêmewèg nutagênutêmewinũg wesgùtêmītij Sàĝawey, negêmow na wesgùtêmītij na tujīw gesgêmênàĝ Wapèg Wâĝey pegisinugeg Mīgêmàgig. Tàn tujīw paseĝ eygeg nipugtêl, musigêsg aĝ êgtàn. Mò mimajuinũg aĝ mò wīsisg. Na tujīw, agênutêmaĝan telueg, Gêluscap pegisingêp. Wejiep wàsòĝ. Ugtul mesgìg gwitên pegisultêp. Negêm aĝ êtĝopèjêl ugjigênamêl teluisilitêl Malsêm.

Vocabulary:

Migêmewèg (Mīgêm)	Micmacs (a Micmac)
nutagênutêmewinu	a story-teller
wesgùtêm	I am talking about it
sàĝawey	an old thing, history
gesgêmênàĝ	before
Wapèg Wàĝey	white man, European (Lit: white skin)
eym	I am there (a locative verb)

Gêlusgap, mesgilg Saĝamaw (Cont'd)

nipugt	forest, woods
musigêsg	sky
êgtàn	tide, sea, ocean
wīsis	an animal
wejiey	I am returning from
wàsòĝ	heaven (as viewed by Micmac religion)
êntul	my means of conveyance
mesgīg	it is big
êtĝopèj	a twin
ênjigênam	my brother

Gitg na jenùtêpênig, newtisyàĝ je tàpu leppie tel̍pitoĝsipê
Aĝ je mè gisimesgīgàlsipênig pasêg eta puatêmītij, muta
negêmow geggunàtipêni puowinuèg êspisung. Tàn tujīw èwàti
ùt êspisung, gisi sàsèwàtùtip tàm pasèg goĝey. Je wègaw
mò asgayagwītigup tàn mawitgèg aĝ tàn mawpêteg. Gêlusgap
teliaĝamgusip êstêgè jīnêm, gatu Malsêm un'ji êl̍pa wijey a
paĝtesêm. Ap igtigêl piluèl mò wijey telĝamigsigupênig.
Gêlusgap gelùsip aĝ melgigênap. Pegisingêp ugjit igàian
maĝamigeg mimajuinùg aĝ wīsisg. Gatu Malsêm wetsòtêp wàsò
muta netà òpêlàtegep. Negêm pegisingêp ugjit apajigàlsin
geluggigtug aĝ lugowan Gêlusgapal. Gatu wisgualapênn
ugjigênamêl aĝ wejòtgêp nèpàn aĝ negêm gissaĝamawin.

Vocabulary:

gitg	both
jenu	giant
leppie	one foot (unit of measuremen probably borrowed from Frenc 'le pied')
tel-	about, approximately, so
pitoĝsin	you are tall

êlusgap, mesgilg Sağamaw (Cont'd)

mesgĩgàlsi	I make myself bigger
pewatêm	I want it
muta	because, for
geggun-	to have, to hold
buowin	a magician
êspisun	a belt
èwum	I use it
sàsèwàtu	I change it
je wègaw	I could even
asgaywig	it gives me trouble
mawitgèg (maw + tegèg)	the coldest (most + cold)
mawpeteg -or- mawiepteg	the hottest
teliağamgusi	I look like
nun'ji	my head
wijey	the same as
telĝamigsi	I behave
gelùsi	I am good
melgigênay	I am strong
igàtu	I put it, I place it
esèg	I banish him
netà	to be capable of, to be able to
opêlàtegey	I do wrong
apajigàtu	I put it back
lugowi!	work for me!
wisguey	I am jealous
wejòtêm	I try to
nèpèg	I kill him
gis-	to be able to
sağamaw	a chief

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Na musigêsgêtug wetneyàsêgêp ula mesgĩg gun'teweyey gwitên. Teppipênig ùt jenũg. Na oĝâpênig aĝ gêlpisunàtũtip ugtuluow tàn etêlgisapêniej nàgũset. Na ula gwitên sàsèwàsêgêp mẽniguigtug tàn ginu nigè gisgug teluĩtêmũg Êgtàngug gisna Megwèjitewàgig. Nipugtêl, ĝospemêl aĝ sipũl nàtèl weltegêpênn aĝ wantaĝtegêpênn. Na Gêlusgap wigip nàtèl welipgijègêp.

Vocabulary:

wetneyàsêĝ	it appears from
gun'tew	a rock
teppi	I am on board
oĝâĝ	it's arriving
gêl'pisun	an anchor
gisapêniaĝ	the dawn
nàgũset	the sun
mênigu	an island
Êgtàngug	Newfoundland (Lit: island in the sea)
Megwèjitewàgig	Newfoundland (Lit: land of the Red People This term refers to the Beoth practise of painting their bodies with red ochre.)
ĝospem	a lake
sipu	a river
welteg	it is nice
wantaĝteg	it is quiet, peaceful
wigi	I live at, reside
pegijèg	a long time

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Na gêlapis poĝtêlugep. Amgweseweyeg gun'tewigtug wejiapêni ãĝati mimajuinũjĩjg teluisultijig Pugêlatêmũjg aĝ igãlapêni wigultinew saputalĝegêl gun'tewigtug. Na wejimgênapên newtèylitêl teluisilitêl Apistanẽwj, ugjit unaĝapemin aĝ witapewinew. Saĝamaw Gêlusgap wel'tàsip tãn teliulitegej gatu Malsêm wegaygêp. Mo geggunmugup negêm gisiulitegen. Na tujĩw Gêlusgap eliapêni mimajuinũ. Eltaĝãpêni matjoĝteligêng mitĩsigtug ligpetãwẽg. Na nãtèl wetneyitãpênig jĩnêmug aĝ èpijig. Usapunual gesimĝatawèg-êpênn. Gêlusgap teluitapêni Wapêniaĝewaĝ -- tãnig wigultijig tãn nãgũset etêl'gisapêniej. Megênapên newtèilitêl ugjit angòtêmênin ugwiguom. Teluĩtapên Nugumĩ. Na wejãtegemgeg na wisun ewasêgêp ugjit gepmitèlmuj gisiguĩsgwaĝ. Na tujĩw aĝĝattêgêp ugtêlugowaĝan aĝ nemitoĝeg, wel'tàsip. Tew'ji ul'tãsip êl'pa sesgwep aĝ pana nengêtesêmapêni pitoĝsultêliji guowg, gatu Malsêm paseg wetajigwep.

Vocabulary:

poĝji-	to begin, start
elugey	I work
weji - (wejiey)	to originate (I come from)
elĩg	I make something (animate)
aĝati - (aĝatay'g)	halfway (a half)
mimajuinu	a living person
pugêlatêmũj	an elf, dwarf
elgimg	I send him
saputalgêg	a cave (Lit: there's a hole through it)
megênêm	I pick it
apistanẽwj	a marten
unaĝapemi	I have a friend
wel'tàsi	I am glad

Gêlusgap, mesgilg Saĝamaw (Cont'd)

gisi	already (past)
el'tegey	I create, make
wegayy	I am angry
geggunêm	I have it
eltaĝàm	I shoot (with a bow)
matjoĝteligên (also: ètĝàmu)	an arrow
ligpetàw	a white ash (tree)
sapun	a hair
gesi-	very
maĝtawèg	it is black
Wapêniaĝewaĝ	People of the Dawn (The Wabanaki Confederacy)
tànig	those
angòtêm	I take care of it
nugumì	my grandmother
wejàtegemg	from now on
wisun	a name
gepmiteltaĝan	respect
gisiguwìsgw	an elderly woman
aĝĝattêm	I look at it
tew'ji -	so (indicates intensity by anticipation; e.g.: "He was so glad that...')
sesgwey	I shout
nengêtestu	I shake it
guow	a pine tree
wetajigwey	I scowl, look angry

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Ugtejgeweyeg Gêlusgap eliapeni wīsig. Têpgwanigtug wejiapêni. Eliapênn Atùtuejêl, Tiàmul aĝ Muīnal. Aĝ je mè gesipugwelgig igtigig. Na tujīw Malsêm gimsamàlapênn ula puowinuèl ugtêspisun aĝ gim'têluepênn puowinnuèl gêlusuaĝann. Na ula ugtejgewey têpgwan Gêlusgap alapjip, sêmtug nisiaĝap maĝamigeg. Na nàtèl wejiep gesiwinigit wīsis. Mu matues, mu êstêgè gopit aĝ mu apugsigên, gatu gistêligip êstêgè tàn tesītij ula negêmow. Telluèwip aĝ telwaĝasip êstêgè tà nuen gisiatêl. "Teluisit Lugs!" Malsêm teluep. "Nīn gisīg". "Na tòĝ têliaj", teluep Gêlusgap. "Mimajij wantaĝòtigtug êstêgè ginu".

Gatu Malsêm gim'têlimapênn negêm Lugsal: "Ugjòtèn asgaywan na Gêlusgap tàn tès gisipgwatùn."

Vocabulary:

ugtejgewey	finally, towards the end
têpgwan	ground, earth, dirt
atùtuwej	a squirrel
muīn	a bear
samàtu	I touch it
alapji	I am holding it (in my hand)
sêmtug	right away
nisiaĝ	it falls down
winigi	I look bad (refers to physical appearance)
matues	porcupine
apugsigên	wolverine
gistêligit	looks like (made the same as)
tèsītij	a number of, a quantity
eluèwi	I am mean, nasty
waĝasi	I am wild, untamed
ta nu wen	he who

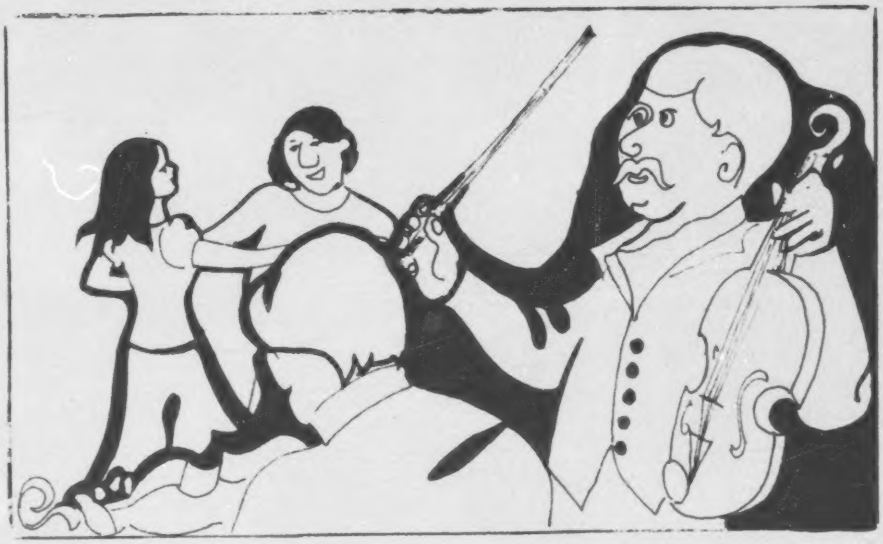
Gêlusgap, mesgilg Saĝamaw (Cont'd)

lugs	an evil doer
tòĝ	then
wantaĝòti	peace, gentleness
wejòtêm	I try
asgayaĝ	I trouble him
gisipgwatuan	when I can, if I can

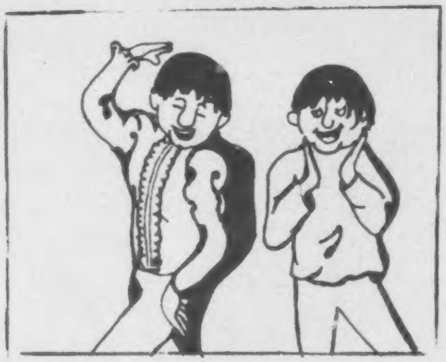
Answer the following questions as completely as possible: (Hand in for correction.)

1. Tegen sàĝawey nutaqênutêmewinũg wesgũtêmĩtij?
2. Tami wejies Gêlusgap aĝ talipgisingês?
3. Wen na Malsêm?
4. Wenig na negêmow gitg?
5. Goĝey wejipgisingês Gêlusgap? Gatu Malsêm?
6. Goĝey nigè gisgug na mesgĩq gun'teweyey gwitên tàn Gêlusgap wigip welipgijèg?
7. Wenig eliasêni Gêlusgap amgweseweyeg poĝtêlugeteg?
8. Goĝey Malsêm wegayugtêgês?
9. Taliasêni Gêlusgap Wapêniaĝewaĝ?
10. Wen Gêlusgap unaĝapêmêl aĝ witapal, aĝ wen angòtêmmênij wiguow?
11. Talueg na gêlusuaĝan 'Nugumĩ'?
12. Taliul'tàsis Gêlusgap tàn tujĩw aĝĝattêgeg ugtêlugowaĝan
13. Ugtejgeweyeg wenig Gêlusgap wejiasêni têpgwanigtug?
14. Taliasênn Malsêm Lugsal? Talamugsit wĩsis negêm?
15. Taluesêrig Gêlusgap aĝ Malsêm wesgumàtiteg Lugsal?

LESSON 12



C-: converse, communicate



12 C-1

Maliàn notices a well-dressed man walk by and asks Aliq about him.

A:	Wen na alà jìnêm?	A:	Who's that man (pointing)?
B:	Wen wesgumt?	B:	Who are you talking about.
A:	Alà jìnêm welpilitêl ugtatêlàyêmêl.	A:	That man with the nice shirt.

12 C-1 (Cont'd)

B:	Lũgatêmui ta nuen.	B:	Point him out to me.
A:	Alã negêm.	A:	Him over there (pointing).
B:	Ò, negêma!? Weliom na.	B:	Oh, him!? That's William.
A:	Tami eliet?	A:	Where's he going?
B:	Eliet amalgaltimg.	B:	He's going to a dance.
A:	Tami tet etêliamalgaltimg?	A:	Where's the dance at?
B:	Teltètêm etêliaĝ Putêloteg.	B:	I think it's taking place at Barra Head.

M-: mimmic, memorize, manipulate

12 M-1

A:	Wen na alã jĩnêm?	A:	Who's that man (pointing)?
	Wen na alã èpitès?		Who's that girl (pointing)?
	Weniq na alã mimajuinũg?		Who are those people (pointing)?

12 M-2

B:	Wen wesgumt?	B:	Who are you talking about?
	Wenig wesgumjig?		Who (plur) are you talking about?

12 M-3

A:	Alã jĩnêm welpilitêl ugtatêlãyêmêl.	A:	That man with the nice shirt.
	Alã èpitès weltegêl elisgênuatasêgêl usapunn.		That girl with the nice braided hair (plur).
	Alã mimajuinũg weltegêl utapsunual.		Those people with the nice clothes.

12 M-4

B:	Tami eliet alà negêm?	B:	Where's he going (pointing)?
	Tami elàtijig alà negêmow?		Where are they (dual) going (pointing)?
	Tami el'tàjig alà negêmow?		Where are they (plur) going (pointing)?

12 M-5

A:	Eliet amalgal'timg	A:	He's going to the dance.
	Elàtijig amalgal'timg		They (dual) are going to the dance.
	Eltàjig amalgal'timg		They (plur) are going to the dance.
	Eliet toq̂opuguàluj.		He's going to the wedding. (Lit: standing up together.)

12 M-6 *

B:	Tami tet etêliamalgal'timg?	B:	Where's the dance at?
	Tami tet etêltoq̂opuguàlujig?		Where's the wedding at?

12 M-7

A:	Tel'tètêm etêliaq̂ Putêloteg.	A:	I think it's taking place at Barra Head.
	Tel'tètêm etêliaq̂ utanq.		I think it's taking place in town.
	Tel'tètêm etêliaq̂ àsutuòguomg.		I think it's taking place at the church.

---

* The prefix etêli- (progressive) appears in both lines of 12 M-6. Contrary to expectation, the -i- of etêli- stays before a vowel and drops before a consonant. Classifying etêli- as a "preverb" does not account for this odd fact. The category "preverb" is one which remains poorly justified, especially in terms of universal grammatical categories.

12 C-2

Aliq meets Elên and another girl at Woolworth's. (Note that C-2's (and later C-3's) will introduce small amounts of new material. They will nevertheless mostly be based on already known structures.)

A:	Mè taleyn, Elên? Weliqisgêg à?	A:	How are you, Helen? It's a nice day, isn't
B:	Weleyy. Èe, weligisgêg.	B:	I'm fine. Yes, it's a nice day.
A:	Gaĝīsg natanquan ũt tet?	A:	Do you come shopping here often? (gaĝīsg: 'often')
B:	Moĝwà, gatu gisqug na piluey. Ula nītap negêm malièwitew mà êpgijènug.	B:	No, but today is a spe occasion. My friend h is going to be married soon. (piluey: it's different, maliewitew: he will be married, mà epgijènug:it will n be a long time.)
A:	Mè taleyn? Nīn teluisi Aliq. Gatu gīl taluisin?	A:	How are you? My name Alex. What's yours?
C:	Nīn teluisi Maliàn. Nīn têleyewi Oppīganjiq.	C:	My name is Marian. I' from Eel River Bar.
A:	Tànug maliewin?	A:	When are you getting married?
C:	Newtisgàĝ Wigewiqũsg. Gespêteg.	C:	On the tenth of Octobe It's a Saturday.
A:	Nīn etawey gelũgtên nàqweg tàn tujìw malièwin. Wel'tàsi weltesqul.	A:	I hope you have a nice wedding. It was nice meet you. (etawey: I hope, beg, wel'tàsi: I'm glad, weltesgul: I meet you.

Another Dialogue on Directions

You are in Cambellton and someone asks you how to get to Chief Martin's place in Restigouche.

A:	Gè têlimi, tami tet Saq̂amaw Maltan wiqit?	A:	Tell me, where does Chief Martin live?
B:	Listugujq, panaèmq tapuisgàq̂al maylêl wejàtegemg tet.	B:	In Restigouche, about two miles from here.
A:	Talipqisintes nàtèl?	A:	How do I get there?
B:	Nemitùun na wasoq̂egèl alà tet?	B:	Do you see those lights over there?
A:	F̀e.	A:	Yes.
B:	Patatujg lia nàtèl igàn toq̂o tujìw asoq̂omàsi.	B:	Turn left when you get there and then cross over (the bridge).
A:	Wesqùtêmên ala asoq̂omìgên?	A:	You mean that bridge?
B:	F̀e, etêna na.	B:	Yes, that's the one.
A:	Tàn tujĩw gisiasoq̂omàsin, na lietes patatujq.	A:	When you have crossed over, then turn left.
B:	Èe, ap goq̂ey.	B:	Yes, then what?
A:	Siàwàsi gêlapis igàn wen'jĩquom asugon tesisgàq̂ je tàpu. Na nàtèl wigit.	A:	Keep on going until you get to house 62. That's where he lives. (gêlapis: until, igàn: you arrive.)
B:	Welàlin.	B:	Thank you.

A Dialogue you want to Learn

Is there a subject area that interests you and that has not been covered? Now is your chance to explore this in Micmac. Write a dialogue on a topic of special interest and turn it in to your teacher for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

12 E-1

In the following exercise, you will be practising Wh-questions (who, where, which, etc.) as well as learni age-group divisions.

1.	Wen ta net êl'pàtùj?	A:	Who is that boy?
	Tegen êl'patuja? Tami ey?	B:	Which boy? Where? (eymên: you are there
2.	_____ êl'patûjîj?	A:	Who is that little boy
	_____	B:	Which little boy? Wher
3.	_____ jînêm?	A:	Who is that man?
	_____	B:	Which man? Where?
4.	_____ jînêmjîj?	A:	Who is that young man?
	_____	B:	Which young man? Where
5.	_____ gisigû jînêm?	A:	Who is that middle-age man?
	_____	B:	Which middle-aged man? Where?
6.	_____ gisigûjîj?	A:	Who is that old man?
	_____	B:	Which old man? Where?
7.	_____ epitèsêjîj?	A:	Who is that girl?
	_____	B:	Which girl? Where?
8.	_____ èpitêjîj?	A:	Who is that girl?
	_____	B:	Which girl? Where?
9.	_____ èpit?	A:	Who is that woman?
	_____	B:	Which woman? Where?
10.	_____ èpitès?	A:	Who is that young girl
	_____	B:	Which young girl? Wher
11.	_____ gisigùscwèj?	A:	Who is that middle-age woman?
	_____	B:	Which middle-aged woma Where?

12 E-1 (Cont'd)

12.	______________ gisiguìsgw?	A:	Who is that old woman?
	______________	B:	Which old woman? Where?

12 E-2

In the following exercise, you will be reviewing possessive pronouns (see Lesson 11) as well as kinship terms (see 11 E-5).

1.	Tami eliet gujj?	A:	Where is your father going?
	Naji amalgajig êngijêl.	B:	To the dance with my mother. (Lit: they (dual) are going dancing my mother.)
2.	______________	A:	Where is your daughter going?
	______________	B:	To the dance with her friend (masc.).
3.	______________	A:	Where is your son going?
	______________	B:	To the dance with his friend (fem.).
4.	______________	A:	Where is your uncle going?
	______________	B:	To the dance with my aunt.
5.	______________	A:	Where is your nephew going?
	______________	B:	To the dance with my niece.
6.	______________	A:	Where is your younger sister going?
	______________	B:	To the dance with my older brother.
7.	______________	A:	Where is your younger brother going?
	______________	B:	To the dance with my older sister.

12 E-3

The following exercise reviews possessives and body parts (refer to 11 E-6).

1.	Talàtegeg na jìnêm un'ji?	A:	What's wrong with that man's head?
	Jilòtgêp tàn etêlugej.	B:	He hurt it at work.
	Aĝ màw ugĝotaĝann.		And his throat too.
2.	____________________	A:	What's wrong with that man's cheek?
	____________________	B:	He hurt it at work.
	____________________		And his ear too.
3.	____________________	A:	What's wrong with that man's eye?
	____________________	B:	He hurt it at work.
	____________________		And his nose too.
4.	____________________	A:	What's wrong with that man's mouth?
	____________________	B:	He hurt it at work.
	____________________		And his chin too.
5.	____________________	A:	What's wrong with that man's lip?
	____________________	B:	He hurt it at work.
	____________________		And his teeth too.
6.	____________________	A:	What's wrong with that man's chest?
	____________________	B:	He hurt it at work.
	____________________		And his stomach too.
7.	____________________	A:	What's wrong with that man's back?
	____________________	B:	He hurt it at work.
	____________________		And his ribs too.

12 E-3 (Cont'd)

8. ______________________ A: What's wrong with that man's shoulder?

______________________ B: He hurt it at work.

______________________ And his neck too.

9. ______________________ A: What's wrong with that man's hand?

______________________ B: He hurt it at work.

______________________ And his arms too.

10. ______________________ A: What's wrong with that man's elbow?

______________________ B: He hurt it at work.

______________________ And his wrist too.

11. ______________________ A: What's wrong with that man's finger?

______________________ B: He hurt it at work.

______________________ And his thumb too.

12. ______________________ A: What's wrong with that man's leg?

______________________ B: He hurt it at work.

______________________ And his lower back too.

13. ______________________ A: What's wrong with that man's knee?

______________________ B: He hurt it at work.

______________________ And the calf of his leg too.

14. ______________________ A: What's wrong with that man's shin?

______________________ B: He hurt it at work.

______________________ And his ankle too.

12 E-4

The following exercise drills demonstratives such as 'this', 'that', 'these', 'those'. Note that singular demonstratives do not distinguish gender; plurals do. All examples of A are inanimate; those of B are animate. (See N.S., 2- .)

A 1.	Tegen?	A:	Which one? (inanimate)
	Ula.	B:	This one. (pointing)
2.		A:	Which one?
	Ala.	B:	That one. (pointing)
3.	Tegenn?	A:	Which ones?
	Ulaal.	B:	These. (pointing)
4.		A:	Which ones?
	Alaal.	B:	Those. (pointing)
5.	Tegen pêtaw'ti?	A:	Which table?
	Ula pêtaw'ti.	B:	This table.
6.	nutputi (also: gutputi, mutputi)	A:	Which chair?
		B:	That chair.
7.		A:	Which canoes?
		B:	These canoes.
8.		A:	Which paddles?
		B:	Those paddles.
B 9.	Tegen?	A:	Which one? (animate)
	Ula.	B:	This one.
10.		A:	Which one?
	Ala.	B:	That one.
11.	Tegenig?	A:	Which ones?
	Ulaig.	B:	These.

12 E-4 (Cont'd)

12.	______	A:	Which ones?
	Alaig.	B:	Those.
13.	______	A:	Which horse?
	______	B:	This horse.
14.	______	A:	Which cow?
	______	B:	This cow.
15.	______	A:	Which horses?
	______	B:	These horses.
16.	______	A:	Which cows?
	______	B:	These cows.

12 E-5

In lesson 7, N.S., 4-, you saw that Micmac adjectives were either verbs or affixes. In the following exercise, you will not only practice adjectival verbs but also learn to make two degrees of comparison: the comparative (mè) and the superlative (maw).

1.	Aĝĝam na wigewit jĩnêm.	A:	Look at that fat man. (Wigewin: You are fat.)
	Nĩn nenaĝ mè wigewit.	B:	I know a fatter one. (mè: more)
	Negêm maw wigewit tàn nĩn nenaĝ	A:	He's the fattest that I know. (mawi: most)
2.	______ mesgilg	A:	Look at that big man. (Mesginn: You are big.)
	______	B:	I know a bigger one.
	______ ______	A:	He's the biggest that I know.
3.	______	A:	Look at that tall man. (Pitoĝsin: You are tall.)
	______	B:	I know a taller one.
	______	A:	He's the tallest that I know.

12 E-5 (Cont'd)

4. ______________________ A: Look at that small woma
(Apjèjìjin: You are lit

______________________ B: I know a smaller one.

__________ ______________ A: She's the smallest
that I know.

____

5. ______________________ A: Look at that skinny wom
(Alûsan: You are skinny

______________________ B: I know a skinnier one.

______________________ A: She's the skinniest
that I know.

____

6. __________ __________ A: Look at that short woma
(Toĝaĝjìjin: You are
short.)

______________________ B: I know a shorter one.

______________________ A: She's the shortest
that I know.

____

7. ______________________ A: Look at that old man.
(Gisiquin: You are ol

______________________ B: I know an older one.

______________________ A: He's the oldest one
that I know.

____

8. ______________ saĝamaw. A: Look at that young chie
(Maljewèjuin: You are
young.)

______________________ B: I know a younger one.

______________________ A: He's the youngest
that I know.

____

12 E-6

The following exercise deals with the notion of "definiteness" (See Note to the Student). Note also the occurence of the obviative (see Lesson 9).

12 E-6 (Cont'd)

1.	Wen nemiasênn Sãnal?	A:	Who saw John?
	Newtèit saĝamaw nemiapênn	B:	A chief saw him. (Newtè: 'one', 'a', indefinite)
2.	______	A:	Who saw Peter?
	Saĝamaw nemiapênn	B:	The chief saw him. ("the chief" is definite)
3.	______	A:	Who saw Frank?
	Ala saĝamaw nemiapênn.	B:	The chief (pointing) saw him. ('that' is a demonstrative and therefore definite. See 12 E-4.)
4.	______	A:	Who saw Nancy?
	______	B:	A teacher saw her. (nujiginàmuet: teacher)
5.	______	A:	Who saw Mary?
	______	B:	The teacher saw her.
6.	______	A:	Who saw Mabel?
	______	B:	That teacher (pointing) saw her.

12 E-7

Answer the following questions from the C's of this lesson. (Hand in for correction.)

1. Taluisit jĩnêm welpilitêl ugtatêlàyêmêl?
2. Tami tet eliet amalgal'timg?
3. Gaĝĩsg Elên natanguat Ulwerteg?
4. Taluisit èpitès getu maliẽwit aĝ tami têleyewit?
5. Tãnug maliẽwitew Maliãn?

12 E-8

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

12 E-9

Write a conversation based as much as possible on this lesson's material, especially that found in the exercises Be sure that your conversation uses some of the following relative clauses, demonstratives, comparatives and superlatives. (Hand in for correction.)

12 E-10

Read this story and answer the questions which follow. (Hand in for correction.) The basic content of the story is as reported in the September 1975 issue of the Micmac News.

Mīgêmewey Agênutêmaĝan

Toĝàĝewigùsgw 1975

Gepmitèlmujig Gisigũmimajuinũg

Asugom tèsisgàĝ tèsijig gisigũmimajuinũg têlèg newtisgàĝa je sīst piluèl ênnuègatīl etêl weltesgatultipênig Truro,

Pugwelg tà goĝey milamũg gisitaĝaney neyàtasêgêp, elìse-waĝan wayopsgey, lipgenigênn aĝ eloĝsewaĝan. Pugwelgig gisigũmimajuinũg nasgêmītipêm Sàĝawèl ênnueyèl aligal. Gisguisgwaĝ negêmow musgàtũtip ugtêlugowaĝanuow gatu gisigũg negêmow militàpênig Weltesg. Nesugunàĝ na wesgewitàpênig. Amalgal'tipênig, aĝenutêmaĝann teluètip aĝ getapegiàtipênig.

12 E-10 (Cont'd)

Newtèjit jĩnêm maljewèj tàn wijitgweywapêni ũt gisigũmimajuinũ teluep, "Màmuniul'tàsi tàn teliwijitgweyuloĝ. Na nigè weligjĩtu aĝ welinsêtasi tàn tèsêg angitàsuaĝar Sàĝawey, tàn telitasultitij aĝ tàn teligtêlamsêtasultĩtij gisigũmimajuinũg."

Answer the following questions: (Hand in for correction.)

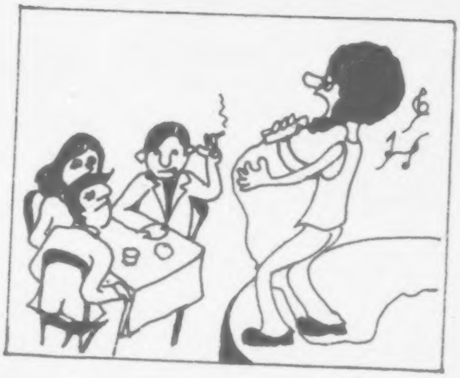
1. Talèĝês gisigũmimajuinũg weltesgatultĩtiteg?
2. Taluisigês ũla weltesgatultimg?
3. Tàsisênig gisigumimajuinũg aĝ tami têlèg?
4. Talamũg gisitaĝaney neyàtasêgêp?
5. Goĝey nasgêmitis gisigũmimajuinũg?
6. Talugutisênig gisiguĩsgwaĝ? Gatu gisigũg?
7. Tàsugunàĝ wesgewitàsênig aĝ talugutisênig?
8. Talues newtèjit jĩnêm maljewèj?

Vocabulary:

gepmitètegey	I am respectful
gisigũmimajuinu	an older person
piluey	different, not the same
ẽnnuègati	an indian reserve
weltesgul	I meet you
milamũg	different types
gisitaĝaney	hand-made
neyàtu	I show it
elĩsewaĝan wayopsgey	beadwork
lipgeniĝên	a basket
eloĝsewaĝan	carving (as a profession)

12 E-10 (Cont'd)

nasgêm	I am wearing it
aligew	clothing
gisiguìsgw	old woman
musgàtu	I show it
gisigu	old man
milàsi	I play
Weltesg	Micmac gambling game
nesugunàĝ	three days
wesgewàsi	I am staying there
amalgay	I dance
getapegiey	I sing
maljewèjui	I am young
wijitgweyul	I stay with you, I accompany you
welinsêtasi (nestasi)	I understand well (I understand)
angitàsi	I think, reflect
tel'tàsi	I think that, I feel that, my opinion is
teligtêlamsêtasi (getêlamsêtasi)	the way I believe (I believe)



Note to the Student

1- In 12 M-7, you encountered a form which should by now be quite familiar to you. This is the locative suffix -g added to nouns. For example, 'town' is utan, but 'in town' is utang. There is, however, another type of locative which is not a suffix but rather a verb. This is the verb eym as seen in 12 E-1. The verb eym is an m-verb meaning 'to be somewhere'. What is characteristic of m-verbs, such as eym, is that they drop the -m on the stem in the third person singular and dual. For example, alàmên 'you swim around' drops the -m in the stem alàm to give alàĝ, 'he swims around' and alàĝig, 'they (dual) swim around'. (See verb paradigms at end of text.) Carefully study the following paradigm of the verb eym and note where -m stays and where it drops.

eym	I am there (at someplace)
eymên	you are there
eyg	he is there
eymùgw	we, dual, inc. are there
eymeg	we, dual, exc. are there
eymùtīgw	we, plur, inc. are there
eymùtieg	we, plur, exc. are there
eymoĝ	you, dual are there
eymùtioĝ	you, plur. are there
eygig	they, dual are there
eymùtijig	they, plur. are there

2- Some of the demonstratives of Micmac were encountered as early as in Lesson 2:

2 M-6	Alà tet	Over there (Lit: That location)
	Ula tet	Over here (Lit: This location)

Note to the Student (Cont'd)

The demonstratives as seen in 12 E-4 can be charted as follows:

		animate	inanimate
sing	this	ula	ula
	that	ala	ala
plur	these	ulaig	ulaal
	those	alaig	alaal

3- The notion of definiteness is not unrelated to demonstrat With simple sentences, as in 12 E-6, definiteness can be expressed by using the demonstrative:

Ala sağamaw nemiapênn. That chief (pointing) saw him.

The following is also definite:

Sağamaw nemiapênn. The chief saw him.

However, to make a statement indefinite, the term 'one' has to be used:

Newtèjit sağamaw nemiapênn. A chief saw him.
(Lit: One chief saw him.

Definiteness is also related to relativization. In the following section on relativization, we will see how this is expressed by the particle na.

4- Relativization is the process whereby one sentence is embedded within another sentence usually to restrict or add to the original meaning. We are going to look at the basics of relativization at this point because it occurs in more advanced texts (such as in Glooscap) and also in

Note to the Student (Cont'd)

some exercises (see every third line of 12 E-5). You will see that relative clauses in Micmac begin with tàn and may therefore be referred to as "tàn-clauses". In the following examples, the relative clause is headed by 'chief' and is placed within parentheses.

1.	Sàn nemiapênn saĝamal (tàn nìn nenaĝ).	John saw the chief (that I know).
2.	Sàn nemiapênn saĝamal (tàn nìn nenuit).	John saw the chief (that knows me).
3.	Na saĝamow (tàn nìn nenaĝ) nemiapênn Sànal.	The chief (that I know) saw John.
4.	Na saĝamow (tàn nìn nenuit) nemiapênn Sànal.	The chief (that knows me) saw John.

In the relativized clauses of 1. through 4. note that nìn is obligatory. It cannot be omitted. In sentences 1. and 3. nìn is the subject of 'to know'; in 2. and 4. it is the object of this verb. Note also that when a common noun, such as saĝamaw is subject of the main clause (as in 3., 4.), it must be preceded by a special definitizer and relative clause introducer na which signals that a relative clause will follow the noun in question (the noun following na). Note, in 1. and 2., that when saĝamaw is an object position, na does not occur.

The distribution of na with proper nouns is exactly the opposite of what one finds with common nouns. Note in the following sentences that 'John', a proper noun, is preceded by na in object position but not in subject position when a relative clause headed by 'John' occurs:

Note to the Student (Cont'd)

5.	Sàn (tàn nìn nenaĝ) nemiapênn saĝamal.	John (whom I know) saw the chief.
6.	Sàn (tàn nìn nenuit) nemiapênn saĝamal.	John (who knows me) saw the chief.
7.	Saĝamaw nemiapênn na Sànal (tàn nìn nenaĝ).	The chief saw John (whom I know)
8.	Saĝamaw nemiapênn na Sànal (tàn nìn nenuit).	The chief saw John (who knows me).

After studying examples of 1. through 8., you should be able to recognize relative clauses (tàn-clauses) when you see them. The way in which they modify the meaning of a sentence is complex and will not be discussed here. Simply try to think of relative clauses as either restric the meaning of a phrase, or as adding extra information t it. *

---

* Restrictive and non-restrictive clauses will not be discussed here. Examples 1. through 4. are probably restrictive. The head of the relative clause is a common noun. Examples 5. through 8. are non-restrictive. Here the head of the relative clause is a proper noun.

Lesson 12 (Cont'd)

GÊLUSGAP, MESGILG SAĜAMAW (Part 2 continued from Lesson 11)

Gêlusgap na maĝiapêni wìsisg eliateg, mè mesgilultipênig aĝ nigè. Mè mesgilultipênig aĝ jìnêmug. Na nàtèl etêlnêmitoĝop Lugs tàn têliasgaywatal Gêlusgapal. Na gopitewàlsip, muta na negêm mesgilgêp na puowin, aĝ eliepênn Apigijìjal. Apigjìj na tujìw telgilgêp êstêgè muìn. Lugs telimatêl, "Mè gatu mesgìgêl na gipitêl, etug gìl sigtepaĝ jìnêm pasêg newt êpĝàlêj.

"Etug jel è!" Apigjìj teluet aĝ sêmtug majàsit gwiluatêl jìnêmul tàn êpĝàlatal.

"Enĝàsi tàn tellugen Apigjìj!" Egjisaĝamaw nutuasêni aĝ sêmtug samàlatêl ugtêspisunn, apjèjìjàlatêl Apigjìjal êstêgè tàn ginu gisgug telnenugg, pasêg nugjaĝtamit aĝ aljilteget.

Vocabulary:

maĝìg (maĝiapêni)	I make him large (he made them big)
apigjìj	a mouse
mesgil	I am big
tel-	as (comparative)
nipit	my tooth
sigtepêg	I kill him by biting
Etug jel è!	Yes, maybe so!
majàsi	I am leaving, moving
gwilaĝ/gwilêm	I search for him/it
paĝàlêg/paĝàtu (êpĝàl!)	I bite him/it (bite him!)
êgji-	great, grand, big
nutaĝ/nutêm	I hear him/it
apjèjìjit/apjèjìjg	he/it is small

Gêlusgap, mesgilg Saĝamaw (Cont'd)

nenaĝ/nenêm	I know him/it
nugjaĝtêm	I chew it up
al'jiltêm	I nibble at it only in a few places

Na tujīw Lugs matuesuàlsip aĝ eliepênn Woggwisal. Woggwis na tujīw telgilgêp êstêgè pittalu, toĝo mesgīgêp aĝ gaĝamigêp ugsuguni.
"Mè gatu wiguasigg na êgsuguni, Woggwis", Lugs telimatêl.
"Gisi gûtaĝĝ mitīsg puatêmên."
"Talmà!" teluet Woggwis, aĝ pasêg enmigûtàtgì mitīsgì.
Na jijuaĝa Gêlusgap neyêtesing aĝ sêmtug teliputuaj Woggwi ugpaĝam gêlapis gaĝiapjèjījàlata Woggwisà êstêgè tàn ginu gisgug telnenugg, ugsuguni pasêg apjèjījg aĝ piwsêmig.

Vocabulary:

pittalu	a tiger, a lion
gaĝamig	it is standing
ugsuguni	his tail
wiguasigg	it is nice in appearance
gûta!	knock him down!
mitīs	a tree
talmà!	for sure, a certainty
jijuaĝa	all of a sudden, sometimes
neyàsi	I appear
teliputu	I stroke, rub it
ênpaĝam	my back
piwsêmit/piwsêmig	he/it is bushy

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Lugs na ap tujīw apugsigênewàlsip aĝ eliepênn Gopital. Gopit na tujīw telgilgêp êstêgè jenu. Lugs telimatêl, "Gopit, gīl atigênàsin elugen tèsigisgêg ugjit igtigig. Goĝey ugqjit mò milàsiwn ijqà.

"Na tòĝ", teluet Gopit. Na majàsit poĝjigtapet aĝ telialàĝ gêlapis tàn tèsêg samuĝan qaĝimjepaguàtoĝ. Na Gêlusgap nemiapênn tàn tellugelij aĝ sôntug waĝamàtoĝopênn ula samuĝann. Na wesuàlapênn Gopital aĝ apjējījàlapênn êstêgè tàn ginu telnenugg gisgug.

Vocabulary:

attigênàsi	I work hard
tèsigisgêg	every day
milàsi	I play
na tòĝ	okay then
poĝjigtapey (poĝji + getapey)	I begin to dive
telialàm	I swim thus, that's how I swim
waĝamàlêg/waĝamàtu	I clean him/it
wesualêg/wesuàtu	I take him/it
siawàsit/siawàsêg	he/it keeps on going
gaĝipeggwàsi	I travel everywhere
aliasimapêni	he went around goading, persuading

À na siawàsêgêp, Lugs gaĝipeggwàsip, aliasimapêni êmsêt wīsisg ugjit opélàtaĝatênew. Gêlusgap wetêmègêp apjèjījàlateg tàn telgilultêlij aĝ tàn teligênàtêlij ùt wīsisg gêlapis nugù siwiep aĝ wegaygêp. Na natgimapêni êmsêt wīsisg aĝ giasgiw gegênuàtuapêni.

Gêlusgap, mesgilg Saĝamaw (Cont'd)

"Elùloĝop wijèg aĝ jīnêmug, gatu ni[illegible] gilew wejòtêmoĝ wisueywanew. Angòtêmug gisna negêmow wisuigênemugsitoĝsê

Vocabulary:

wetêmèy	I am busy
apjèjījālêg	I make him smaller
telgil	I am about so big
melgigênay (tàn teligênay)	I am strong (how I am strong)
wegayy	I am angry
natgimg/natgitêm	I sent for him/it
giasgiw	exactly
gegênuātaĝ	I let him know
elīg/el'tu	I create him/it
wijey	the same
wejòtêm	I try it
wisueyaĝ	I overcome him
angòtêm	I take care of it

Na wīsisg gimagênutêmātipênig. Teluepênig, "Tàn telipgij Gêlusgap saĝamawij, mà ginu gisātugg goĝey. Gatu Malsêm igênmugsìgupp têlàtaĝatinenu tàn teligsatêmūg. El'pa na gisapsgênugg mimajuinūq ugjit apoĝonmugsinenu, wisuigênêmāgupp Gelusgap." Gatu ula Wapêniaĝewaĝ negêmo wesami ugtêmòl'tipênig wesgêtītij aĝ mijipjeweyègātītij ugjit nasitānew ula matênaggewaĝan.

Vocabulary:

gimaĝenutêm	I speak with a low voice
telipgijèg (teli + pegijèg)	as long as

Gêlusgap, mesgilg Saĝamaw (Cont'd)

gisàtu	I have made, caused it
igênmui!	give it to me!
têlàtegàs	I will do it
gesatêm(teligsatêm) (teli + gesatêm)	I like it (the way I like it)
gisapsgêng	I have a hold of someone
apoĝonmui!	help me!
mijipjewey	food
nasàsi	I join, I join in
matênaggey	I fight

Answer the following questions: (Hand in for correction.)

1) Tami etêlnêmitoĝos Lugs tàn têliasgaywatal Gêlusgapal?

2) Talimasênn Lugs Apigjìjal?

3) Taliapjejìjàlasênn Gêlusgap Woggwisal?

4) Talnenugg ginu gisgug Woggwis?

5) Talimasênn Lugs Gopital?

6) Talàtoĝos Gopit samuĝan?

7) Tal gegênuàtuasêni Gêlusgap wìsisg?

8) Taluesênig wìsisg gimagênutêmàtiteg?

9) Goĝey ugjit Wapêniaĝewaĝ mò apoĝonmuàtigupêni wìsisg?

LESSON 13

C-: converse, communicate

13 C-1

Maybe flattery works after all. This scene takes place at the dance hall. An'têle asks Susan to dance.

A: Getù amalgan?	A: Would you like to dance?
B: Èe, êgsatêmugg.	B: Yes, I'd love to.

13 C-1 (Cont'd)

A:	Welteg na magot alnasgêmên.	A:	That's a nice dress you're wearing.
B:	Welàlin. Piley na.	B:	Thank you. It's new.
A:	Tami wettelmùsêp?	A:	Where did you buy it?
B:	Êgjigang. Aĝ elg gīl, welpit na êgtatêlàyêm.	B:	In the city. What about you? That's a nice shirt you're wearing. (elg: 'also', 'too')
A:	Welàlin. Pileyewit elg negêm.	A:	Thank you. It's also new.
B:	Wettelasêp elg negêm êgjigang?	B:	Did you buy it in the city too?
A:	Moq̂wà, ênjigênam pegwateluapênn ugjit nīn ajipunàmgewey.	A:	No, my brother did. It's my birthday gift.
B:	Ò, tàn ajipunàsêp?	B:	Oh! When was your birthday.
A:	Gespêtèg.	A:	Last Saturday.

M-: mimmic, memorize, manipulate

13 M-1

A:	Getù amalgan?	A:	Would you like to dance? (amal-: for the pleasure of; êngat: my foot)
	Getù amallêgen?		Would you like to go for a walk? (alêgay: I walk)
	Getù newjoĝàlsin?		Do you want to go for fresh air? (Lit: do you want to cool off)
	Getù samuĝan nat goĝey?		Do you want to drink something?

13 M-2

B:	Èe, êgsatêmugg.	B:	Yes, I'd love to. (Lit: I would like to)
	Èe, pasêg mu piam gênegg.		Yes, but not too far.

13 M-2 (Cont'd)

	Èe, pasêg mu piamipgijèg. (piam + pegijèg)		Yes, but not too long.
	Èe, nat goĝey tegpàĝ.		Yes, something cold.

13 M-3

A:	Welteg na magot alnasgêmên.	A:	That's a nice dress you're wearing. (magot is inanimate)
	Welpit na atêlày alnasgat.		That's a nice shirt you're wearing. (atêlày is animate)
	Welteg na àgwesên alnasgêmên.		That's a nice hat you're wearing.
	Welpit na got alnasgat.		That's a nice coat you're wearing.

13 M-4

B:	Welàlin. Ajipunàmgeweym na.	B:	Thank you. It's my birthday gift. (ajiaĝ: it's progressing; -punày: of a year.)
	Welàlin. Nuelewmgeweym na.		Thank you. It's my Christmas gift.
	Welàlin. Malièwimgeweym na.		Thank you. It's my wedding gift.
	Welàlin. Saputiginàmasimgeweym na.		Thank you. It's my graduation gift. (saputi· through, complete; -eweym: a thing belonging to me.) Saputiginàmasimgeweym: 'graduation'- a made-up word.)

C-: converse, communicate

13 C-2

Alês and Pillèj, two old friends, meet at the dance.

A:	Mè taleyn? Sàĝ mênaĝ nemũlu.	A:	How are you? I hav seen you for some t
B:	Weleyy. Wesgewàsiap ênjigênamg êgjigang.	B:	I'm fine. I've bee living in the city my brother's place.
A:	Mè talèg êgjigênam? Mè wijey telluget?	A:	How's your brother? Is he still working
B:	Welèg. Èe, mè wijey etêlluget.	B:	He's fine. Yes, he still working at th same place.
A:	Welpijig na pussig alnasgajig.	A:	That's a nice pair boots you're wearin (puss + ig: from En 'boots')
B:	Welàlin. Pugwelg na êmgêsêney magêsan êgjigang.	B:	Thank you. There a nice shoe stores in city. (magêsan: 'st from French 'magasi
A:	Êgjigang na eliey mà êpgijènug. Etug gìs nugũ êmgêsênègsi.	A:	I'm going to the ci soon. I think it's I got some shoes.

A Dialogue on Tree Names

The local school is making a nature display and has asked Tumajīj, a Micmac boy, to do the tree section. He is to identify each tree with its Micmac name. Tumajīj asks his father, Tuma, to help him.

A:	Tatât, pewalul ginâmuin tàn teluisultītij mitīsg.	A:	Dad? I want you to teach me what trees are called.
B:	Na tòĝ. Na nigè soĝàtīgw nipugtug. Mè ulginàmasites nâtèl.	B:	O.K. Let's go in the woods right now. You'll learn better there.
A:	Tatât, ge têlimi, tal gaĝīsg milamugsultijig mitīsq?	A:	Dad? Tell me. How many different types of trees are there?
B:	Giasgiwowey paseg nèwijig:	B:	There are four kinds:
	gispateg gisna esgig.		soft wood (esgig: freshly cut, green; gispateg:dry)
	ênnigêmùj		hard wood
	êstoĝon		evergreens
	gêlitawèg gisna nijinjijig.		fruit trees (gêlitawèg: berry; nijinjijig: seed)
A:	Tegenig na gispasiĵig?	A:	Which ones are soft woods?
B:	Negêla na ĝasĝusi, miti, aĝ tupsi.	B:	They are cedar, poplar, and alder.
A:	Gatu tegenig ênnigêmùjq?	A:	Which ones are hard woods?
B:	Negêla na sênawey, malsênawey, masgwi, mênnoĝon, ligpetàw, wisĝoĝ, suomusi, aĝ mimgwaĝanmusi.	B:	They are sugar maple, soft maple, white birch, yellow birch, white ash, black ash, beech, and oak.
A:	Gatu tegenig êstoĝoniq?	A:	Which ones are evergreen?
B:	Negêla na guow, êstoĝon aĝ gawatgw.	B:	They are pine, fir and spruce.

A Dialogue on Tree Names (Cont'd)

A:	Gatu tegenĩq gelitawèy?	A:	Which ones are fruit trees?
B:	Neqêla na malipgwanjêmmênaĝsi, poĝwàlamgêmêmaĝsi, masgwèsimanaĝsi, gòĝominaĝsi, nipêmanaĝsi, gemùjêminaĝsi, aĝ êpgumanaĝsi.	B:	They are hazelnut, choke cherry, wild cherry, thorn berry, cranberry, raspberry, and blueberry.
A:	Gatu ala?	A:	What about that one (pointing)?
B:	Negêm na ênmùjêmmanaĝsi.	B:	That's a pussy-willow.

A Dialogue you want to Learn

By means of special dialogues, we have explored "directions" and "trees" in Micmac. Is there any other special area that you would like to cover? How about terms for various sports, games, animal raising, farming, etc.? Write a dialogue on a topic of special interest to you and turn it in for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

13 E-1

The following exercise will practise verbs in the present tense of the indicative mode. Learn these verbs well since the exercises following this will introduce new modes on these same verbs.

1.	Gesatêmên amalgan?	A:	Do you like to dance? (Lit: You like it, you dance.)
	Èe, gesatêm amalgay.	B:	Yes, I like to dance. (Lit: I like it, I dance.

13 E-1 (Cont'd)

2.	______ allegàn?	A:	Do you like to walk?
	______	B:	Yes, I like to walk.
3.	______ al'tugwīmên?	A:	Do you like to jog?
	______	B:	Yes, I like to jog.
4.	______ tegisêmin?	A:	Do you like to swim?
	______	B:	Yes, I like to swim.
5.	______ alipĝamin?	A:	Do you like to skate?
	______	B:	Yes, I like to skate.
6.	______ wesgen?	A:	Do you like fishing?
	______	B:	Yes, I like fishing.
7.	______ alaĝamīmên?	A:	Do you like to snowshoe?
	______	B:	Yes, I like to snowshoe.
8.	______ natanguan?	A:	Do you like shopping?
	______	B:	Yes, I like shopping.
9.	______ gwitênèman?	A:	Do you like canoeing?
	______	B:	Yes, I like canoeing.
10.	______ alìpuluen?	A:	Do you like riding?(a horse)
	______	B:	Yes, I like riding.
11.	______ pêlamuègen?	A:	Do you like salmon-fishing?
	______	B:	Yes, I like salmon-fishing.
12.	______ tepaĝanèman?	A:	Do you like tobagganing?
	______	B:	Yes, I like tobagganing.

13 E-2

Do the following and note the mode change from the previous exercise. Two modes are used: the conditional, and the subjunctive (hypothetical mode). Before doing this exercise, carefully read the Note to the Student. This exercise along with the one which follows will serve to introduce modes.

13 E-2 (Cont'd)

1.	Êgsatêmugg amalgan?	A:	Would you like to dance? (Lit: Would you like it, you dance) (Note extra -g signalling the conditional on gesatêm, 'I like it')
	Èe, êgsatemugg, êl'pana gisi amalgàn.	B:	Yes, I would if I could. (the ending -an on amalgay indicates a first person subjunctive. That is, amalga + an → amalgàn. gisi: 'could', 'to be able')
2.	______	A:	Would you like to walk?
	______ allêgàyan.	B:	Yes, I would if I could.
3.	______	A:	Would you like to jog?
	______ al'tugwîman.	B:	Yes, I would if I could.
4.	______	A:	Would you like to swim?
	______ gisitgisêmian.	B:	Yes, I would if I could.
5.	______	A:	Would you like to skate?
	______ alipĝamian.	B:	Yes, I would if I could.
6.	______	A:	Would you like to fish?
	______ gisiwsgàn.	B:	Yes, I would if I could.
7.	______	A:	Would you like to go snowshoeing? ('to go': naji)
	______ naji alaĝamîman.	B:	Yes, I would if I could.
8.	______	A:	Would you like to go shopping?
	______ natanguàn.	B:	Yes, I would if I could.
9.	______	A:	Would you like to go canoeing?
	______ naji gwitênèmàn.	B:	Yes, I would if I could.
10.	______	A:	Would you like to go riding?
	______ naji alìpulueyan.	B:	Yes, I would if I could.

13 E-2 (Cont'd)

11.		A:	Would like to go salmon-fishing?
	naji pêlamuègàn.	B:	Yes, I would if I could.
12.		A:	Would you like to go tobagganing?
	naji tepaĝanèmàn.	B:	Yes, I would if I could.

13 E-3

This exercise again makes use of the same verbs as in the previous two exercises. The imperative mode is practised.

1.	Naji amalga!	A:	Go dance! (a command)
	Mò getù amalgaw!	B:	I don't want to dance.
2.	Naji amalêgà!	A:	Go take a walk!
		B:	I don't want to take a walk.
3.	Naji al'tugwìèn!	A:	Go take a run!
		B:	I don't want to take a run.
4.	Najitgisêmi!	A:	Go take a swim!
		B:	I don't want to take a swim.
5.	Najipĝami!	A:	Go skate!
		B:	I don't want to go skate.
6.	Najiwsga!	A:	Go fish!
		B:	I don't want to fish.
7.	Najaĝamìèn!	A:	Go snowshoeing!
		B:	I don't want to go snowshoeing.
8.	Natangua!	A:	Go shopping!
		B:	I don't want to go shopping.

13 E-3 (Cont'd)

9.	Naji qwitênèma!	A:	Go canoeing!
	________________	B:	I don't want to go canoeing.
10.	Naji alĩpulua!	A:	Go riding (horseback)!
	________________	B:	I don't want to go riding.
11.	Naji pêlamuèga!	A:	Go salmon-fishing!
	________________	B:	I don't want to go salmon-fishing.
12.	Naji tepaĝanèma!	A:	Go tobagganing!
	________________	B:	I don't want to go tobagganing.

13 E-4

The following exercise is a review of clothing and color terms (covered in Lesson 11).

1.	Welteg na megwèg magot alnasgêmên.	A:	That's a nice red dress you're wearing.
	Welãlin. Gesatêm na ula telamũg.	B:	Thank you. I like this colour.
2.	____ sisguamũgêl pitãĝawèl.	A:	Those are nice brown trousers you're wearing.
	________________	B:	Thank you. I like this colour.
3.	____ lagêlêmamũg ãqwesên.	A:	That's a nice beige hat you're wearing.
	________________	B:	Thank you. I like this colour.
4.	________________ ____ wapègig pijjaĝang.	A:	Those are nice white gloves you're wearing.
	________________	B:	Thank you. I like this colour.

13 E-4 (Cont'd)

5.	____________ êstoĝonamugsit got	A:	That's a nice green coat you're wearing.
	____________	B:	Thank you. I like this colour.
6.	____________ ewnèg atêlày	A:	That's a nice blue shirt you're wearing.
	____________	B:	Thank you. I like this colour.
7.	____________ maĝtawègig êmgêsêng	A:	Those are nice black shoes you're wearing.
	____________	B:	Thank you. I like this colour.

13 E-5

Do the following:

1.	Welteg na sisquamũg magot alnasgêg.	A:	That's a nice brown dress she's wearing.
	____________	B:	Yes. She likes that colour.
2.	________ lagêlemamũgêl pitãĝawèl	A:	Those are nice beige trousers he's wearing.
	____________	B:	Yes. He likes that colour.
3.	________ wapèg àqwesên	A:	That's a nice white hat she's wearing.
	____________	B:	Yes. She likes that colour.
4.	________ megwèliji pijjaĝang	A:	Those are nice red gloves she's wearing.
	Èe. Mãmunigsatq na ula telamũg. (mãmun + gesatq)	B:	Yes. She likes that colour very much.

13 E-5 (Cont'd)

5.	ewnèlitêl qotêl	A:	That's a nice blue coat he's wearing.
		B:	Yes. He likes that colour very much.
6.	êstoĝonamugsilitêl atêlàyel	A:	That'a s nice green shirt he's wearing.
		B:	Yes. He likes that colour very much.
7.	maĝtawèliji êmgêsêng	A:	Those are nice black shoes she's wearing.
		B:	Yes. She likes that colour very much.

13 E-6

The following exercise reviews colors (Lesson 11) and practises tree names. All trees are animate in gender.

1.	Talamugsit tupsi?	A:	What colour is alder?
	Megwamugsit.	B:	It's reddish. (Megwèg: It's red.)
2.		A:	What colour is beech?
		B:	It's greyish. (Wapimĝatawèg: It's grey.)
3.		A:	What colour is oak?
		B:	It's dark brown.
4.		A:	What colour is cedar?
		B:	It's light brown.
5.		A:	What colour is poplar?
		B:	It's greyish green.
6.		A:	What colour is pine?
		B:	It's green.

13 E-6 (Cont'd)

7.	____________________	A:	What colour is fir?
	____________________	B:	It's light green.
8.	____________________	A:	What colour is spruce?
	____________________	B:	It's dark green.
9.	____________ masgwi?	A:	What colour is birch?
	Tapuamugsijig: wapèg masgwi aĝ mênnoĝor wisawèg.	B:	There are two kinds (of birch): white and yellow.
10.	____________ sênawey?	A:	What colour is maple?
	____________________ ____________________	B:	There are two kinds of maple: white and black.
11.	____________________	A:	What colour is ash?
	____________________ ____________________	B:	There are two kinds of ash: white and black.

13 E-7

Answer the following in Micmac. (Hand in for correction.)

1. Tami wettelasêp piley egtatêlàyêm?
2. Goĝey êgjigênam pegwatelmasgês ugjit ajipunàmgeweym?
3. Tàn ajipunàsêp?
4. Tami etêluget êgjigênam?
5. Tànug elien êgjigang?

13 E-8

Read the following story making sure that you understand it well. Then answer the questions that follow: (Hand in for correction.)

13 E-8 (Cont'd)

Ula na agênutêmaĝan wesgumg jìnêm teluisit Jeymês. Negêm wigit Pastung. Sàĝ gìs etêlluget nàtèl. Etug je mè saĝ aĝ metêlàsipunĝeg mênaĝ mò ênmiegw umêtgig. Negêm na etêlgisigwep Listugujg. Paseg newtisgàĝ je eluigêneg tew'jègêp majìsiteg.

Na nigè angitètg ênmien ugjit Nuelewmg. Amujpa wejàtoĝol pugwelgêl igênêmuemgewèl. Newtè ugjit un'gìgu aĝ tès newtè ugjit wijigêmaji. Ugjit un'gìgu, angitèt ugjàtuan nat goĝey èstêgè wasoĝàtaĝann gisna ugjit ujjel tàsêg pugtewijg. Ugjit ugjigênamg etug jel nàgoĝomg aĝ ugjit uggwèjìjg etug jel aligew.

Vocabulary: (From now on animacy will be signalled by (g) after a noun, and inanimacy by an (l) after a noun. These are the animate and inanimate plural morphemes respectively.

wesgumg/wesgùtêm	I'm talking about him/it
Jeymês	James
Pastung	The U.S.A. (generalized from the word for Boston.)
metêlàsipunĝeg	a decade
mênag	not yet
nêmêtgi	my home town
etêlgisigwey	where I grew up
tew'jey	my age is
majàsi	I am leaving
angitàsi	I am thinking
enmiey	I'm going home
Nuelewmg	at Christmas
amujpa	necessarily
wejàlêg/wejàtu	I buy him/it

13 E-8 (Cont'd)

igênêmuemgeyey (1)	a gift(s) (Lit: something that you give)
nên̍gīgug	my parents
wijigêmgig	my brothers and sisters
wasoĝàtaq̂an (1)	a ring(s) (jewellery)
nuji	my father
pugtewijg	liquor
ênjigênam	my brother
nàĝoq̂om (q)	skate (s)
ênqwèjīj	my sister
aligew (aligal)	clothing (clothes)

Answer the following questions: (Hand in for correction.)

1. Wen wesgumg ula agênutêmaĝan?
2. Tal saĝ etêlluget Pastung?
3. Taw'jègês majàsiteg?
4. Tàsêgêl igênêmuemgewèl wejàtoĝol?
5. Goĝey igênêmuaj un̍gīgu? Gatu wijigêmaji?

13 E-9

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

13 E-10

Write a conversation based as much as possible on this lesson's material. Try to use some of the modes that you encountered in the exercises. (Hand in for correction.)

Note to the Student

1- In the conversations and exercises of this lesson you have encountered quite a few verbs that begin with al- or ali- (a preverb). This verb is attached to verbs (especially verbs of motion) to indicate irregular action. This can often be translated as "here and there". In the following examples, note how this, in some cases, is an "extra" meaning which can be added to some verbs (examples 1-4) and, in other cases, this meaning is an essential part of the verb (examples 5-8).

1a.	Getqwīm	I jog, run
1b.	Al'tuqwīm	I jog, run here and there
2a.	Nepay	I sleep
2b.	Alinpay	I sleep here and there
3a.	Ellugey	I work
3b.	Allugey	I work here and there
4a.	Nigweg	It grows
4b.	Aligweg	It grows wild (here and there)
5.	Aljày	I'm staggering
6.	Alipq̂ami	I'm skating
7.	Alaptu	I make tracks
8.	Alapi	I'm looking around

2- In Lesson 3, Note to the Student, we examined word building processes with "teach". We will now again examine these processes with the verb -api, 'to look at'. Note that -api always occurs last in the verb phrase sequence and after prefixation, compounding, etc., still remains a verb. That is, it can be conjugated with 'you', 'he', 'we', etc. like any other i- verb.

Note to the Student (Cont'd)

alapi	I'm looking around (here and there), searching
elapi	I'm looking in a specific direction
tewapi	I'm looking outside
pisqwapi	I'm looking inside
toĝjuapi	I'm looking up
nisapi	I'm looking down
niganapi	I'm looking ahead
etegjapi	I'm looking behind
netawapi	I'm good at sighting things
awanapi	I'm poor at sighting things
amalapi	I'm looking for the fun of it
patalapi	I'm cross-eyed
algittòĝapi	I'm looking all around me
pijapi	I'm looking through something
qigjapi	I'm looking closely, scrutinizing
amasapi	I'm looking far
winapi	I'm a voyeur
gimapi	I'm looking secretly
welapi	I'm looking at a nice view

Some of the above prefixes found on the verb -api, for example, al-, have already been discussed usually under the name of preverb. We will later see that such so-called preverbs have to do with the notion of "aspect" in Micmac and are really derived verbs which combine with other verbs to form verb compounds.

3- In "A Dialogue on Tree Names" you had your first encounter with the Micmac names for some of the more common trees of northeastern America. Many of these trees had important legendary as well as applied uses. Branches and small dead trees were collected by the women for firewood.

Note to the Student (Cont'd)

Large trees were felled by burning. Leaves, bark, and sap were all collected at very specific times of the year and for very particular uses. The following is a list of such uses:

ĝasĝusi,	'cedar' :	leaf used for tea
miti,	'poplar':	buds used for tea
tupsi,	'alder' :	leaf, bark used for tea; used for making a yellow dye
sênawey,	'sugar maple':	used for maple sugar, rotten stumps used for dyes, used for firewood
malsênawey,	'soft maple':	used for maple sugar (less sweet than sênawey), used for firewood
masgwi,	'white birch':	bark used for canoes, containers, houses, leaf and bark used for tea; also used for firewood
mênnoĝon,	'yellow birch':	used for firewood
ligpetàw,	'white ash' :	associated with legends as to the origin of people (Glooscap shot arrows into ash trees and out of the trees came the Micmac people); used in basket-making, used for snowshoes, bows, lacrosse sticks
wisĝoĝ,	'black ash' :	used for bows (very pliable) and used in basket-making.
suomusi,	'beech' :	used for carving, sculpting
mimgwaĝanmusi	'oak' :	acorns used as spice in cooking
guow,	'pine' :	sap, cones, and needles used for medicine; branches used for bedding

Note to the Student (Cont'd)

estoĝon,	'fir' :	liquid white gum, and needles used for medicine
gawatgw,	'spruce':	hard gum used as sealer and in medicine; also used for making beer (gawatgupi)

4- In the exercises of this lesson, you practised the four basic modes of Micmac: indicative, conditional, imperative, subjunctive. Before examining how these modes (or moods) are formed, we will first try to understand the concepts of aspect, and of tense.

Micmac verbs can occur in three basic tenses: present, past, future. The tense of a verb locates an action or event in time. It states whether the time of happening of an action is now, whether it was in the past, or whether it will take place in the future. For example:

1.	amalgay	I dance (present tense)
2.	amalgàp (also amalgayap)	I danced (past tense)
3.	amalgàs (also amalgayàs)	I will dance (future tense)

We will later see, however, that past and future tense also can be "immediate" or "unspecified". (Lesson 16)

5- ASPECT in Micmac is signalled by preverbs. Aspect indicates whether an action takes place repeatedly, whether the action is actually taking place or progressing, whether the action is haphazard (here and there), whether the action is completed, etc. The following examples on aspect will make use of some familiar preverbs: (All are in the present tense)

Note to the Student (Cont'd)

4.	etêliamalgay	I'm dancing ("progressive" aspect)
5.	aliamalgay	I dance around (the "here and there" aspect)
6.	gisiamalgay	I just finished dancing (the "completed" or "perfect" aspect)
7.	pemiamalgay	I dance by, along (the "moving by" aspect)

Preverbs can even be combined together on verbs to create a more complex meaning.

8.	telialiamalgay	I'm dancing around ("progressive" plus "here and there" aspect)

6- MODES signal different types of expectation on the part of the speaker. We will be distinguishing four basic modes in Micmac: indicative, imperative, conditional, subjunctive. The indicative mode is used for simple statement of fact. For example: (All examples are in the present tense)

9.	amalgay	I dance (indicative mode)

The imperative mode is used to communicate a demand for action or a command. For example:

10.	amalga!	Dance! (imperative mode)

The conditional mode is to make statements that aren't binding in themselves but dependent upon conditions. For example:

11.	amalgaĝĝ	I would dance (conditional mode)

Conditional statements usually don't stand alone as in example 11, but are usually accompanied by conditions.

Note to the Student (Cont'd)

For example, sentence 11 could be: "I would dance if I didn't have two wooden legs." The subjunctive is a hypothetical mode and is used to express possibility (example 12). However, it is also used to express desire, wish, or doubt (example 13).

12.	amalgàn	If I dance (subjunctive mode)

Since sentences such as 12 are hypothetical, they don't usually stand alone. Sentence 12 could be: "If I dance she may notice how awkward I really am". The subjunctive, however, is also found in statements expressing wish or desire:

13.	êgsatémugg gisiamalgàn	I wish I were able to dance.

Seeing how tense, mode, and aspect work in Micmac, you will now be able to understand the potential that there is for expressing new ideas when these three notions are combined. Imagine in how many ways you can modify the meaning of a verb! Carefully study the following examples and observe how new and complex meanings are created:

14.	etêliamalgay	I'm dancing (present tense, indicative mode, progressive aspect)
15.	etêliamalgàp	I was dancing (past, indicative, progressive)
16.	têliamalgaĝĝ	I would be dancing (present, conditional, progressive)
17.	têliamalgaĝapên	I would have been dancing (past, conditional, progressive)
18.	aliamalgaĝapên	I would have danced around (past, conditional, here and there)
19.	têlialiamalgaĝapên	I would have been dancing around (past, conditional, progressive and here and there)

Note to the Student (Cont'd)

20. êgsatêmugapên têlialiamalgàn

I wish I would have been dancing
around (past, subjunctive,
progressive and here and there)

The lessons that follow will expand your understanding of tense, mode, and aspect. Be sure that these notions are clear before you move on.

SALE
SALE
6.50

Lesson 13 (Cont'd)

GÊLUSGAP, MESGILG SAĜAMAW (Sīstewey pugwey: 'part 3')

Na nigè Lugs amujpa angitètgêp nat goĝey piluey tàn têlàtegetew. Gey'toĝop na ula gitg jenūg angōtasêgêpênn ugmimajuaĝanmual aĝ moĝwà goĝey gisinèpàgwītigup pasêg eta newtè gitg tà goĝey. Aĝ na tà goĝèl gitg negêmow mò gey'tatìtigupênn pasêg eta Gêloĝowejg ugjigênamua, negêmow gey'tūtipênn. Gatu Lugs gêpugjig miguamapêni ula gitg jenū tàn tujīw gimgêlulàtij musgêsgêtug têlè mimajuinū.

"El'pa moĝwà Malsêm je ijgà gey'tug," Gêlusgap teluep newtèjgeg welàgweg etêlgêlulateg Gêloĝowejg, "na nīn mà gisinèpàimêg gêlapis êtĝaming wasueguaĝ nūgàluejgewey êngamlamung." Aĝ mò gênegtênug gêmetug, Malsêm ap negêm wesgewàsip etêlewistoĝop: "Nīn na weleyy, moĝwà oĝo wen gisinèpàigw gêlapis ênnêmtestuij màsusiey ugjipêsg êngotaĝaneg aĝ na Gêlusgap mò gey'tug."

Vocabulary:

angitàsi	I think
piluey (l)	different
telàtegey	what to do
angweyaĝ	I take care of him
(angòtàsi)	(I am taken care of)
mimajuaĝan (l)	life
nèpàĝ/nèpàm	I kill him/it
(nèpàsi)	(I kill myself)
gêloĝowej (g)	a star
ênjigênam (g)	my brother
miguamg /miguaptêm	I spot, sight him/it
gim -	secretly
gim'gêlūsi	I whisper
musigêsg (l)	the sky
têlè	from

Gêlusgap, mesgilg Saĝamaw (Cont'd)

ijgà	a little
taĝamg/taĝtêm	I hit him/it
(êtgam!/êtĝatèn!)	(hit him!/hit it!)
wasueg (1)	a flower
nùgàluejgewey (1)	a rush, cattail
êngamlamun (1)	my heart
gêmetug	it's close by
wesgewàsi	I stay there
etêlewistu	I am talking
ennêmtestu	I plunge it in
màsusì (1)	a fern
ugjipêsg (1)	a plant root
ênĝotaĝan (g)	my throat

Na Lugs petsêtuapêni aĝ nàtèl etêlnêmitoĝop tàn têliapoĝonmasitew ugjit negêm niganàlsin. Na eliepênn Malsêmal teligip êstêgè gopit aĝ pipanimapênn tà goĝey igênmagutew têlimaj Gêlusgapewey mimugataĝan.

"Igênmultes tàm paseĝ goĝey pewatêmên", Malsêm telimapênn, "sêmtug têlimi."

Na Lugs telimapênn aĝ gelutgêp ta goĝey tepêlêmutêp. "Na nigè igênmui unisĝèg gêlaman na gisaĝsintes". Gatu Malsêm paseĝ wesgewoĝtuapênn, "taliwtapsunijig unisĝèg ugjit gopit", aĝ ejigêlitgêtesguapênn ugtawtig. Na sêmtug majàsip poĝjigwilgêp wasuegùaĝ nugaluejgewey. Mè gatu wegaygêp Lugs, na semtug elìpipênn Gêlusgapal.

"Saĝamaw", telimapênn, "Malsêm gey'tasg êgmimugataĝanêm aĝ gêpugjig êpgisintew pejinèpòltew. Gatu negêm gisi nigannèpàtes ênnêmtestaj màsusiey ugjipêsg ugĝotaĝaneg."

Gêlusgap, mesgil Saĝamaw (Cont'd)

Vocabulary:

petsêtaĝ/petsêtêm	I overhear him/it
apoĝonmaĝ/apoĝonmatêm	I help him/it
(apoĝonmasi)	(I help myself)
niganàlêg/niganàtu	I put him/it ahead
(niganàlsi)	(I put myself ahead)
teligi	I am in the shape of
igênmaĝ/igênmatêm	I give him/it
(igênmui!)	(give it to me!)
mimugataĝan (l)	a secret
sêmtug	right now
gelumg/gelutêm	I ask for him/it
tepêlumg	I promise him
unisĝey (g)	a wing
gêlaman	in that case, however
gisaĝsin/gisaĝsêg	I/it can fly
wesgeweyy	I laugh
wetapsuni/wetapsunig	I am/it is of value
tegtesgaĝ/tegtesgêm	I kick him/it
awti (l)	a road
poĝji-	to begin
gwilaĝ/gwilêm	I search for him/it
wegayy	I am angry
pegisin	I arrive
(êpgisintes)	(I will arrive)
peji-	to come for
nigan-	before, first
nèpèg/nèpatu	I kill him/it

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Na Gêlusgap pasêg waĝaj gisi mênipĝàtoĝop ula ugjipêsg maĝamigeg tàn tujīw ula Malsêm neyêtesingêp aĝ alapjip ula wasuegũaĝ nũgàluejgewey. Na gitg tujīw samàlàtipêni ugtêspisunua puowinuè aĝ êl'pana sêmtug gitg tel'jaĝaligwepênig je un'jiwal samtesgêpêm alugigtug. Na mè gatu mesgīgeg matênaggewaĝaneg. Êl'pa teliaĝamgugêp êstègè wasoĝotesg aĝ teligsigawwegêp êstêgè gaĝtugawig. Tès taĝamtītij êl'pa maĝamigew majàsêg aĝ pitoĝsultijig gawatgug êl'pa nengêtesingig aĝ je màw etêlintipênig Megwèjitewàgig aĝ màw Gespèg, ala wen gaĝamit tès newtè maĝamigew. Mijiògên êl'pa wijey aĝ pasêg walĝwapegiaĝ ugjit negêmow. Gêlapis ugtejgeweyeg, Malsêm wejòtgêp tàn teligênaj jaĝalitĝaman Gêlusgapal pasêg na awna pesoĝtesgêmap mênigu etegêp. Na Gêlusgap tujīw tel'jaĝalègêp el'pa wijey aĝ wasoĝotesg, ênnêmtestuap ula màsusiey ugjipêsg Malsêmal ugĝotaĝaneg aĝ nèpàpênn. Na tujīw Malsêm sàsèwàsip gêmtênigtug pemnisieteg. Nigè gisgug eloĝosing gigjīw Gespèg.

Vocabulary:

waĝaj	hardly
menipgàtu	I break it off
neyêtesin/neyêtesg	I appear/it appears
alapji	I'm holding it in my hand
jaĝaligwey/jaĝaligweg	I grow/it grows quickly
nun'ji (l)	my head
samtesin/samtesg	he/it hits, grazes something
wasoĝotesg	it flashes (lightning)
gaĝtugaw (g)	thunder
taĝamg/taĝtêm	I hit him/it
pitoĝsi/pitàĝ	I am/it is tall
gawatgw (g)	a spruce tree

Gêlusgap, mesgilg Saĝamaw (Cont'd)

nengêtesin/nengêtesg	I/it shakes
matênaggey/matênaggeg	I/it fights
(matêntipênig)	(they (dual) fought)
Gespèg	the Gaspé peninsula
qaĝami/qaĝamig	I am/it is standing
Mijiògên (Rand's dictionary) *	The St. Lawrence river
walĝwapegiaĝ (1)	a puddle
qêlapis	until at last
wejayàĝ/wejòtêm	I try him/it
teligênay	I am as strong as
jaĝalitĝamg/jaĝalitĝatêm	I hit him/it fast and unexpectedly
awna	instead
pesoĝtesgêmay	I trip, stumble
eym/eteg	I am/it is there
sàsèwàsi/sàsèwàsêg	I change/it changes
gêm'tên'(g)	a mountain
nisiey/nisiaĝ	I fall/it falls down
eloĝosin/eloĝosg	I am/it is lying down
gigjīw	near

Na tujīw tàn tèsijig ênnũg sesgutipênig tew'ji ul'tàsultipênig, gatu wīsisg negêmow wesêmultipênig. Lugs negêm eliepênn Gêlusgapal ugjit apangituowey. "Pewatêm nigè êntapangituoweym, muta nīn apoĝonmulap. Saĝamaw, pewalgig unisĝèg".

"Nujiegsuet aĝ gīgassuinu tà nu wen!" Gêlusgap sesgwalapênn êstêgè gaĝtugaĝ. "Mò tepêlêmuluap êl'pa goĝey. Sêmtug jigêlàsi!" Aĝ na gun'tewtàpênn, pasêg ipêmsêgêpênn un'jig ula Lugs pemsêmugaj, aĝ tàn ula gun'tal egwijòltigepênn samuĝanigtug na nigè gisgug mênigũl etegêl gigjiw Awgògejg. Na ula esòtêpewàj Lugs mè gisgug alàsit ugsêtĝamũg, aĝ tès tami eliej na êpgisitew ulmajòti.

---

* Maĝtugueg, 'St. Lawrence river', Hoffman, 1955, figure 21.

Gêlusgap, mesgilg Saĝamaw (Cont'd)

Vocabulary:

tàn tèsijig	all of them
tew'ji	so (an intensifier)
wesêmugay/wesêmugaĝ	I run/it runs away, free
apangituowey (l)	payment
apoĝonmuey/apoĝonmueg	I help/it helps
nujiegsuey/nujiegsueg	I lie/it lies (tell falsehoods)
gìgassuinu (g)	a person who teases or taunts
ejigêlàsi/ejigêlàsêg	I/it goes away
(jigêlàsi!)	(go away! scram!)
gun'tew (l)	a stone
pemsin/pemsêg	I/it (inanimate) flies by
pemi-	to be moving by
wesêmugway/wesêmugaĝ	I run/it runs away
egwitjay/egwitjàĝ	I fall/it falls into something liquid
Awgògejg	Minas Basin in Nova Scotia
esèg/esàm	I banish/send away him/it
alàsi/alàsêg	I travel/it travels
ugsêtĝamu (l)	the world
pegisulg/pegisitu	I bring him/it
ulmajòti (l)	trouble

Questions:

Answer the following questions in Micmac.
(Hand in for correction.)

1 Goĝey Lugs[illegible]gey'toĝos?

Wenig geytùtisênn tà goĝèl ugjit jenùg?

Goĝey nepàgutew Gêlusgap? Gatu Malsêm?

Gêlusgap mesgilg Saĝamaw (Cont'd)

4. Goĝey pewatgês Lugs?

5. Talgìgês matênaggewaĝan?

6. Tami etêlintisênig Gêlusgap aĝ Malsêm?

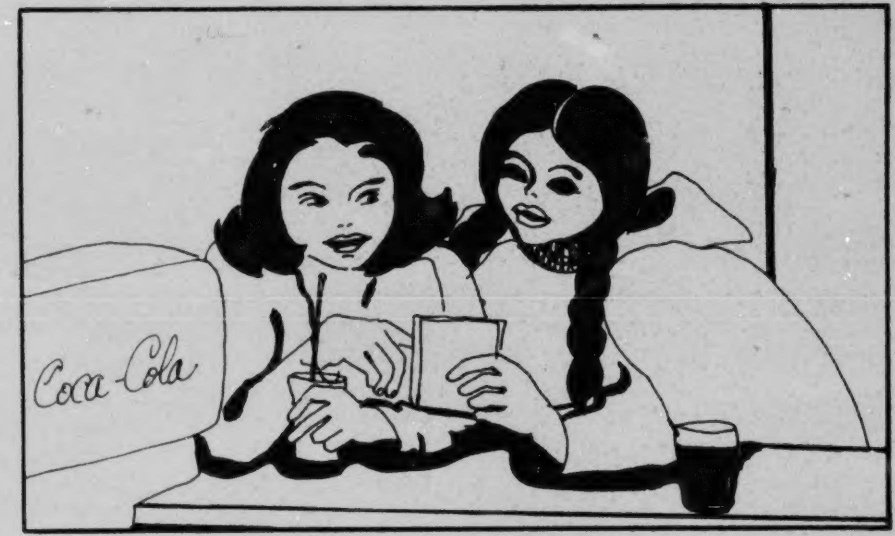
7. Talnèpàsênn Gêlusgap Malsêmal?

8. Talimasênn Gêlusgap Lugsal ugjit apangituowey?

9. Goĝèl na nigè gisgug na gun'tal egwijòltigêpênn?

10. Talluget nigè gisgug Lugs?

LESSON 14



C-: converse, communicate

14 C-1

Piel and Mèli are sitting together at a table in the dance hall.

A:	Tallugen gaĝi amalgaltimg?	A:	What are you doing after the dance?
B:	Eliey tewatalmêgeweyigtug.	B:	I'm going to the restaurant.

14 C-1 (Cont'd)

A:	Goĝey ugjit? Najimijjin gisna nà tu wen weltesgat?	A:	Why? To eat or to meet somebody?
B:	Najatal aĝ ul'tesguàs ênjigênam tàn ênmatejàlitew.	B:	I'm going to eat and (I will) meet my brother who's going to drive me home.
A:	Weliaĝ. Nìn elg na pewatêm ênmatejàlugsin. Êluggalultes nàtèl.	A:	That's fine, because I'm looking for a drive too. I'll walk you over there.
B:	Mè taligsalsêpênig miusigtèmàtijig?	B:	How did you like the band?
A:	Ò, tel'tàsiap sigtegêlùsultijig.	A:	Oh, I thought they were very good.

M-: mimmic, memorize, manipulate

14 M-1

A:	Tallugen gaĝi amalgaltimg?	A:	What are you doing after the dance?
	Tallugen gaĝayəĝ geym?		What are you doing after the game? (geym, from English 'game', refers to a sport; milàsuaĝan refers to a recreational game.)
	Tallugen gaĝisgûlig?		What are you doing after school? (êsgûl comes from English 'school'.)
	Tallugen gaĝalugen?		What are you doing after work?

14 M-2

B:	Eliey tewatalmêgeyigtug ugjit ul'tesguan ênjigênam tàn ênmatejàlitew.	B:	I'm going to the restaurant to meet my brother who's going to drive me home.
	Eliey êngêlamugsiseg ugjit ul'tesguan ênjigênam tàn ênmatejàlitew.		I'm going to my uncle's to meet my brother who's going to drive me home.

M-2 (Cont'd)

Eliey nugumijg ugjit ul'tesguan ênjigênam tàn ênmatejàlitew.	I'm going to my grandmother's to meet my brother who's going to drive me home.
Eliey gêlàjigtug ugjit ul'tesguan ênjigênam tàn ênmatejàlitew.	I'm going to the garage to meet my brother who's going to drive me home.

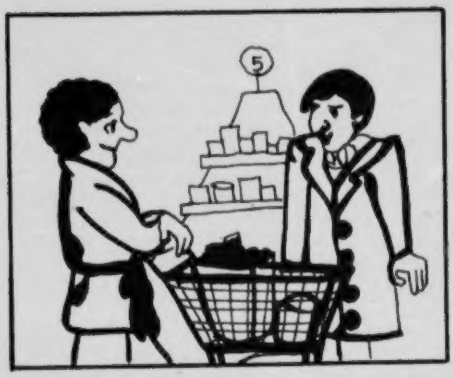
M-3

A:	Weliaĝ. Nĩn oĝo elg algwilêm ênmatejàlugsin.	A:	That's fine, because I need a drive too.
	Weliaĝ. Gisiwijèultes?		That's fine. Can I come along too?
	Weliaĝ. Mu tal'tètẽmũn nĩm mãw liàn?		That's fine. Do you mind if I come along?

M-4

B:	Na tõĝ. Liggwatàmênej.	B:	OK. Walk over with me.
	Na tõĝ. Wijèwi.		OK. Come along with me.
	Moĝwà, mò tal'tètêmu êl'pa.		No, I don't mind at all.

: converse, communicate



14 C-2

Alig and Pièl are standing in front of their reserve's souvenir store discussing the coming baseball game.

A:	Elien tùàtimg aĝantièumg gisimewliàgweg?	A:	Are you going to the baseball game on Sunday afternoon?
B:	Èe, êgsatêmugg liàn. Uliàs mu gispesanug.	B:	Yes, I'd like to go. It will be nice if it doesn't rain.
A:	Tel'tètêmên wisuigênemàtita igtigi?	A:	Do you think they'll beat the other team?
B:	Mò giasgiw gey'tu. Mè mênag nemiaĝig igtigig militàtij.	B:	I don't really know. I haven't seen the visiti team play yet.
A:	Ginuewèg gĩs nèpatùtitêl tapũgêl aĝ pasêg gĩs nèsisgêl. Gelũg ap winewinew.	A:	Since our team has already won two of their last three games, it seems they stand a good chance of winning again.
B:	Èe, teliaĝ. Gatu jijuaĝa mò gistêluemêg.	B:	Well, that's true, but you never can tell sometimes.
A:	Na tòĝ, têlnêmùltes nàtel mu gispesanug.	A:	OK then, I'll see you there if it doesn't rain.

A Dialogue on Winds, Seasons, and Directions

Pātêlig asks his father, Nuèl, about the seasons of the year and the winds that they bring.

A:	Gè têlimi Tatāt, tegenn ugjusênn eygêl gesig?	A:	Tell me dad, what winds blow in winter?
B:	Oĝatênug wetêg pegisitoĝ tegig ugjūsên. Tān tujīw wejipeg na yapjiw êmtūnātew.	B:	The north wind brings the cold air. Northeast winds usually bring storms.
A:	Tegenn ugjūsênn eygêl siggw?	A:	What winds blow in spring?
B:	Giwnaĝa na ugjipenug weteg, gatu ijgà pītaw weteg.	B:	Mostly, it is the east wind but sometimes the west wind blows too.
A:	Gatu tān tujīw nipg? Pasêg êpgêtesênèl eygêl?	A:	How about summer? Do we only have south winds bringing warm air?
B:	Moĝwà, ugjūsen tān tujīw nipg gisiwjiatew tān pasêg tami. Na telèg na gigjīw êgtānug.	B:	No, the winds in the summer can come from all directions. That's how it is near the ocean.
A:	Tegenn ugjūsênn eygêl toĝāĝ gisàlātiji nipī mênaĝsultinew?	A:	What winds blow in autumn making the leaves fall?
B:	Egjites tān tujīw toĝāĝ igāĝ. Nu tujīw na ugsêtĝamu poĝjitgiaĝ aĝ tegsêg.	B:	You will know when the autumn arrives since it is the time when it turns cold again and the northwest wind starts to blow.

A Dialogue on Winds, Seasons, and Directions (Cont'd)

The directions and seasons as used in the previous dialogue are:

Seasons:

Siggw	Spring
Nipg	Summer
Toĝàĝ	Autumn or Fall
Gesig	Winter

Directions:

Oĝatênug	North
Êpgâtèsênug	South
Papgêg	East
Pĩtaw	West
Wejipeg	Northeast
Tegsêg	Northwest
Pegtèsêg	Southeast
Senũsêg	Southwest

A Dialogue you want to Learn

The special dialogue of this lesson has explored winds, seasons, and directions. Is there any other special area that you want to cover? Are you familiar with the terms for the sun, the moon, planets, the stars and their various constallations? This is your last "structured" chance to write on a topic of special interest to you since this section will not be included in lessons to come. Of course, if you find this exercise useful, you and your teacher can continue to do it by yourselves. (Hand in your dialogue for correction.)

E-1

Be sure to read the Note to the Student before doing this exercise on preverbs.

1.	____________	A:	What is he doing?
	Etêlitgisêmit	B:	He's swimming. (tegisêmi: 'I swim')
2.	____________	A:	Where is he going?
	Najî-	B:	He's going swimming.
3.	____________	A:	What has he been doing?
	Gisi-	B:	He just finished swimming.
4.	____________	A:	What is he doing?
	Pemi-	B:	He's swimming by.
5.	____________	A:	What is he doing?
	Ali-	B:	He's swimming around.
6.	Gelûsit nujitgisêmit?	A:	Is he a good swimmer?
	______ netawi-	B:	Yes, he's a good swimmer.
7.	____________	A:	What is he doing?
	Gesigawi-	B:	He's swimming fast.
8.	____________	A:	What is he doing?
	Sanggewi-	B:	He's swimming slowly.
9.	____________	A:	What is he doing?
	Poĝji-	B:	He's starting to swim.
10.	____________	A:	What is he doing?
	Puni-	B:	He's stopping to swim.
11.	____________	A:	What is he doing?
	Gaĝi-	B:	He's finished swimming.
12.	____________	A:	What is he doing?
	Ewnasi-	B:	He's swimming in a silly way.

14 E-1 (Cont'd)

13.	Talluget ugjit amalmilàsimg?	A:	What does he do for a past
	Pusgi-	B:	He swims a lot.
14.	Talamùg ugtêlugowaĝan tàn tujìw tegisêmij?	A:	What's his position when he swims?
	Nigani-	B:	He's the lead swimmer.
15.		A:	What is he doing now?
	Asui-	B:	He's swimming from side to side.
16.		A:	What is he doing now?
	Etegji-	B:	He's swimming backwards.
17.	Tal lietew nàtèl?	A:	How will he go there?
	Êlitgisêmitew.	B:	He will swim there.
18.		A:	What is he doing now?
	Gittòĝ-	B:	He's swimming in a circle.

14 E-2

The following exercise will teach you how to indicate where an object is located. Pay special attention to the followi first, the ending -g on inanimate verb stems signals a thir person inanimate subject 'it'; second, the ending -g on nouns is a locative ending signalling a location; third, th locative verb eteg meaning 'it's there', although not obligatory, is usually included in locative statements. (All nouns are inanimate)

1.	Tami eteg nutputi?	A:	Where's the chair? (Lit: Where it's there th chair?)
	Ala eteg.	B:	It's over there (pointing
2.	ênĝanòoati?	A:	Where's the well?
	Gujêmug eteg wen'jìguomg.	B:	It's outside of the house (Lit: It's outside, it's there, at/of/by/in the ho

E-2 (Cont'd)

3.	__________ tepaĝan?	A:	Where's the car?
	Ugtejg __________	B:	It's behind the house.
4.	__________ ênmũjuòguom?	A:	Where's the dog house?
	Nigantug __________	B:	It's in front of the house.
5.	__________ wen'jũsũnêmanaĝsi?	A:	Where's the apple tree?
	Tepaw __________	B:	It's near the house.
6.	__________ poĝàlamgêminaĝsi?	A:	Where's the cherry tree?
	Gigjĩw __________	B:	It's right near the house. (gigjĩw: closer than tepaw)
7.	__________ laĝalans?	A:	Where's the barn?
	Gênegg __________	B:	It's far from the house.
8.	__________ ĝoĝolĩgwejuòguomg?	A:	Where's the chicken coop?
	Amaseg __________	B:	It's far away from the house. (amaseg: further away than gênegg)
9.	__________ pugsug?	A:	Where's the firewood?
	Epunèg __________	B:	It's downstairs in the house.
10.	__________ etêlnèpêtimg?	A:	Where's the bedroom?
	Gègwèg __________	B:	It's upstairs in the house.
11.	__________ lãtaĝsun?	A:	Where's the pail?
	Gejigiaĝ __________	B:	It's in the corner.
12.	__________ etêl'tuàtimgewey?	A:	Where's the washroom?
	Lamuguomg eteg. __________ (lamèg + wen'juguomg)	B:	It's inside the house.
13.	__________ têmãittaĝan?	A:	Where's the saw? (-ittaĝan: of/with a saw; temã-: to divide in two)
	Lamèg eteg. __________	B:	It's inside.
14.	__________ têmĩgên?	A:	Where's the ax?
	Ênpaĝamg eteg. __________ (ênpaĝam: 'my back')	B:	It's behind you.

14 E-2 (Cont'd)

15.	________ wìgatigêney?	A:	Where's the paper?
	Tepteg petaw'tigtug.	B:	It's on top of the table. (note that eteg is incorpo ted in tepteg)
16.	________ wìgatigên?	A:	Where's the book?
	Wesgitteg ________	B:	It's sitting on top of the table.
17.	________	A:	Where's the paper?
	Gèguteg ________ -gtug.	B:	It's there, on top of the chair.
18.	________	A:	Where's the book?
	Gêpêtàĝ ________ gejìgasêg.	B:	It's at the top of the closet.
19.	________ êntalgasimgeweym?	A:	Where's my bicycle?
	Miawèg eteg awtigtug.	B:	It's in the middle of the road. (miawèg: indicates 'middle of an area, with two sides 'Middle' is a one-dimensio point of reference.)
20.	________ êl'gègên?	A:	Where's the hoe?
	Megwav'g eteg igàtaĝanigtug.	B:	It's in the center of the field/garden. (megwày'g: indicates the 'center' of an area which entirely surrounded. 'Ce is a two or three dimensi point of reference.)

14 E-3

The following exercise will teach you vocabulary for a few carpentry tools. At the same time, it will practice the locatives learned in the previous exercise.

(All terms are inanimate.)

3

1.	nasgwàittaĝan?	A:	Where's the cross-cut saw?
		B:	It's over there (pointing).
2.	têmàittaĝan?	A:	Where's the rip-saw?
		B:	It's outside.
3.	pugsugwey têmàittaĝan?	A:	Where's the buck saw?
	pugsugul elamgòtasêgêl.	B:	It's behind the wood pile. (Lit: stacked wood)
4.	gasawòĝey têmàittaĝan?	A:	Where's the hack saw?
		B:	It's in front of the cross-cut saw.
5.	Tami etegêl êpĝàluejgêl? -or- Tami etegêl epĝàluejgewèl?	A:	Where are the pliers? (Like in English, pliers must be in the plural in Micmac.)
		B:	They're near the hack saw.
6.	(engey: 'I measure'; engejit: 'an inch worm'; lit: 'the one who measures')	A:	Where's the measure? ('Measure' could be a flexible measure as a tape-measure or a solid measure as a yardstick.)
		B:	It's right near the house.
7.	lepêlewey?	A:	Where's the level?
		B:	It's downstairs.
8.	miloĝsewemgewey?	A:	Where's the coping saw?
		B:	It's upstairs.
9.	esiputegemgewey?	A:	Where's the file?
		B:	It's in the corner.
10.	atuomgewigêney? (this is a created word)	A:	Where's the sand paper?
		B:	It's inside.
11.	Tami etegêl pêlegùl?	A:	Where are the nails? (pêlegu: 'nail')
		B:	They're on top of the table.

14 E-3 (Cont'd)

12.	____________________	A:	Where are the screws? (gêlāpigên: 'screw')
	____________________	B:	They're sitting on top of the table.
13.	____________________	A:	Where are the spikes? (spayg: 'spike')
	____________________	B:	They are there, on top of the chair.
14.	___________ têmìgên?	A:	Where's the ax?
	____________________	B:	It's in the corner.
15.	_______ têmìgên'jìj? *	A:	Where's the hatchet?
	____________________	B:	It's in the corner too.

14 E-4

We will now practise carpentry terms in the plural. Note that adding the plural to a noun that ends in a vowel or a glided vowel results in the formation of a long vowel a the dropping of the glide where this applies. Watch for changes in gender.

1.	Tami etegêl pêlegùl?	A:	Where are the nails?
	Ala (tet) etegêl.	B:	They are over there. (tet is used with ala onl if the object in question is not in sight.)
2.	____________________	A:	Where are the screws?
	____________________	B:	They are outside.

---

* Têmīgên'jīj is pronounced with a voiced -'j- and could be written têmīgên'jīj in a more phonetic orthography. Voic here is achieved by Rule 1.(c) in "The Micmac Orthography but only when a syllabic (êm, ên, êl) precedes. Note tha when no syllabic precedes, voicing is not achieved: mulin 'mill' from French 'moulin', and mulinjīj, 'sewing machin In this last word, the -j- remains voiceless. (See Rule The Micmac Orthography)

E-4 (Cont'd)

3.		A:	Where are the rip saws?
		B:	They are on top of the table.
4.	mattejjuèl?	A:	Where are the hammers? (mattejjuey:'hammer', possibly from French 'marteau')
		B:	They are outside on top of the table.
5.		A:	Where are the files?
		B:	They are in front of the house.
6.		A:	Where are the shears? (temsewemgewey: 'shear'; inanimate)
		B:	They are in front of the house on top of the table.
7.		A:	Where are the spikes?
	Gêmetug	B:	They are right beside the table.
8.	Tami epit tesipowjìj?	A:	Where is the work bench? (sometimes called 'horse') (tesipowjìj: lit: 'little horse'; animate gender.)
		B:	It's right near the table.
9.	Tami epijig	A:	Where are the work benches?
	Laggàpigtug epijig	B:	They are in the basement. (laggàp:'basement' from French 'la cave'.)
10.		A:	Where are the carpenters? (alusèwinu: 'carpenter')
		B:	They are inside the house.
11.	engemgewèg?	A:	Where are the tape measures? (This is 'measure' with an animate plural ending and it refers to any flexible measure.)
		B:	They are in the corner.

14 E-4 (Cont'd)

12. ______________ engemgewèl? A: Where are the yardsticks (including 'rulers')? (This is 'measure' with a inanimate plural and it r to any solid measure.)

______________________ B: They are in the corner.

13. ______________________ A: Where are the rulers? (leppie: 'a foot-long rule from French 'le pied'; inanimate in gender.)

______________________ B: They are over there in th corner.

14 E-5

Answer the following questions on this lesson in Micmac. (Hand in for correction.)

1) Tallugen gaĝayaĝ geym ulònug?

2) Pemlien tewatalmêgewey? Goĝey ugjit?

3) Pewatêmên ênmatejàlugsin?

4) Taligsalsêpênig nujitùàtijig?

5) Lietes tùàtimg mu gispesanug?

6) Ginuewèg gìs tàsêgêl nèpatùtitêl geymêl?

14 E-6

Pead this story and answer the questions which follow. Be on the lookout for preverbs and other structures discussed in this lesson.

Nìn na teluisi Maygêl. Nìn na wigi aĝ têleyewi Muliang. Nìn newtisgàĝ je tàpu tèsipunày. Tès nipg tàn tujìw gaĝiginàmasi na eliey najimittugey nêmijgamijewijig wigìt Negêmow na mò wigìgw êgjigang gatu awna tàn pugwelg maĝam

E-6 (Cont'd)

Negêmow na igātaĝawinūg aĝ māw pugenātiji wīsisg. Mè gatu gisōĝon nātèl ugjit nīn. Gaĝi tepiaĝ maĝamigew ugjit al'tugwīmêg, je wègaw gisigênūtêmasiap tān telīpuluemg.

Nêmijgamij na negêm musgātuij tān tèsêg goĝey: tān telinĝanāpemg; tān telsêmuj wen'jitiàmug, gulgwīsg aĝ gōĝolīgwejg; tān teligātaĝuj tapêtang, enmêpejig, wen'jūsêgapung aĝ me pugwelgig igtigig. Tès newtipunĝeg nipg igāĝ, êl'pa nīn mō gisiesgêmaw apsgwāsin nātèl. Mè nīn gesatêm tān etêl pugwelg maĝamigew jemu êgjigang.

Vocabulary:

Maygêl	Michael
wigi	I live at such an address
Mulian	Montreal
tèsi-	a specific number of something
ajipunāy/ajipunāĝ	I/it have a birthday
gaĝayey/gaĝayaĝ	I/it am finished
naji-	I am going to
mittugey	I visit
nêmijgamij	my grandfather
-ewijig	the two of them (e.g. my grandparents)
êgjigan (l)	a city
pugwelg maĝamigew	countryside (Lit: a lot of land')
igātaĝawinu (g)	a farmer (Lit: 'a planter')
pugengig/pugenêmann	I have a lot of them (an/inan)
wīsis (g)	an animal
giseyy	I have fun, a good time
tepiey	I have enough
al'tugwīm	I am running here and there
je wègaw	and even

14 E-6 (Cont'd)

alìpuluey	I am horseback-riding
musgàlêg/musgàtu	I show him/it
naĝanàpey	I draw water from a well
esêmsi/esêmsig	I/it feed myself
gòĝolìgwej (g)	a chicken
igàtaĝu	I plant a garden
tapêtan (g)	a potato
enmêpet (g)	a carrot
wen'jùsêgapun (g)	a turnip
newtipunĝeg	one year
nipg (l)	summer
igày/igaĝ	I/it arrive
esgêmay/esgêmaĝ	I/it wait
apsgwàsi/apsgwàsêg	I/it return

Answer the following questions in Micmac:
(Hand in for correction.)

1) Tami têleyewit Maygêl?

2) Taw'jèg?

3) Talluget nipg?

4) Weni umijgamijewiji?

5) Goĝey umijgamijêl musgàtaj?

6) Taligsatg Maygêl êgjigan?

14 E-7

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally
(Hand in for correction.)

E-8

Write a conversation based as much as possible on this lesson's material. Try to use aspect (preverbs) as much as possible. (Hand in for correction.)

Note to the Student

1- In all languages, complex sentences are made from simple sentences. There are many restrictions governing how senten can be combined and we will examine a few of these constrain in coming lessons. The study of this aspect of language as well as the study of the structure of sentences is known as SYNTAX. In order to better understand the structure of comp sentences, you should practise identifying the simple senten (S) that make up such sentences.

One example of a complex sentence is the second A of 14 C-1 where two simple sentences are conjoined by the disjunctive "or". These two sentences are bracketed as S_1, and S_2:

1.

(Najimijjin)$_{S_1}$ gisna (nã tu wen weltesgat)$_{S_2}$

Lit: You are going to eat or somebody, you meet him.

Another example of a complex sentence is the second B of 14 C-1. The conjunct aĝ combines the two simple sentences (s_1 and S_2), and the third sentence (S_3) is a relative claus subordinate to the second sentence:

2.

(Najatal)$_{S_1}$ aĝ (ul'tesguàs ênjigênam)$_{S_2}$

Lit: I'm going to eat and I will meet him, my brother

(tãn ênmatejàlitew)$_{S_3}$

who will drive me home.

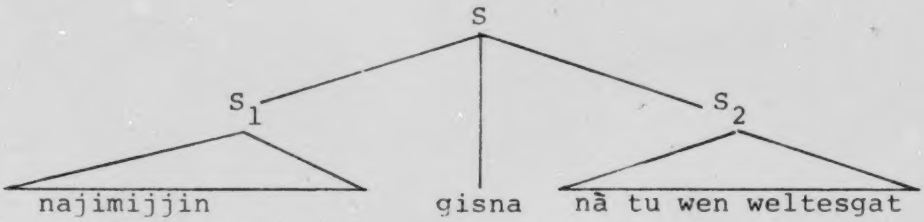
The arrangement of the sentences in examples 1. and 2. is crucial. S_1 and S_2 are on the same level and are therefore "equal status" sentences. S_3, however, is subordinate to S

to the Student (Cont'd)

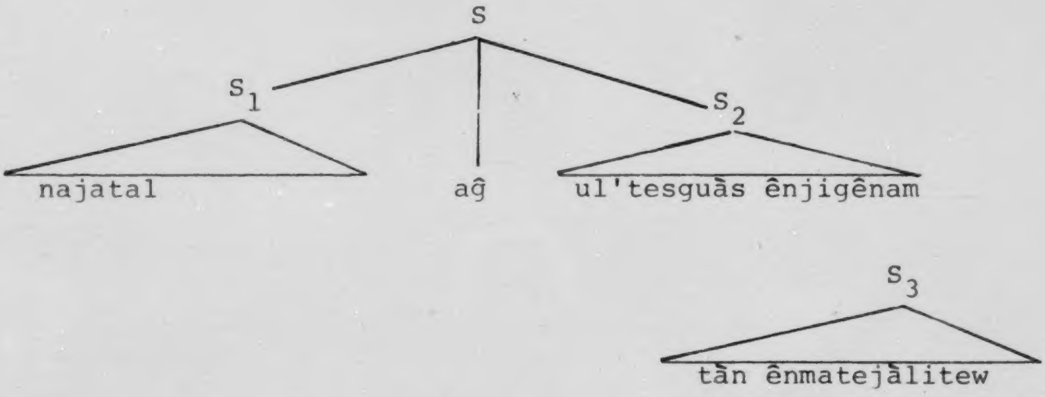
It is therefore placed under S_2 and is considered to be of "subordinate status". Furthermore, since S_3 is a relative clause (tàn refers to enjigênam), it is placed to one side, under 'my brother'.

A diagramatic representation of sentences 1. and 2. may help you to understand the various ways in which simple sentences are combined to make up complex sentences. In the following diagrams, each triangle represents a simple sentence. The highest S is made up of simple S's and it therefore represents a complex sentence. Note that when sentences are combined with 'and' or 'or', they are at the same level. Subordinate sentences, however, are at lower levels.

3.


S
S_1
S_2
najimijjin
gisna
nà tu wen weltesgat

4. S_3 here is a relative clause with tàn which refers to a noun in a higher sentence.


S
S_1
S_2
najatal
aĝ
ul'tesguàs ênjigênam
S_3
tàn ênmatejàlitew

Note to the Student (Cont'd)

(S_3 is really: ênjigênam ênmatejàlitew. Since ênjigênàm is S_3 is identical with ênjigênàm in S_2, it is changed into a relative pronoun, tàn.)

Recognizing complex sentences is the basis for understanding the more complex structures of Micmac. It is the key to your study of advanced materials in the language. This becomes especially important as you read the stories and literature which constitute a part of each lesson. Such materials are full of complex sentences of all kinds. They represent how a native speaker of Micmac really speaks. We will refer to this process of identifying the component sentences of complex sentences by placing them within parentheses marked by S_1, S_2, etc. as SURFACE BRACKETING. From now on, be on the lookout for complex sentences and see if you can recognize or isolate their components. (Look back at exercise 12 F-5 which led you to do this unknowingly. Every third line (every second A) is made up of a complex sentence arranged in a principle and subordinat manner. You will also find a similar arrangement in 14 M-2.

2- In the previous lesson, we discussed the notions as aspect, mode, and tense. Some of the exercises of lesson 13 were aimed at introducing you to the different modes of Micmac. The exercises of this lesson introduce you to some of the more common aspects of Micmac and how these can be combined to create new meanings (i.e. to modify old meanings in specific ways.)

Aspect in Micmac is formed by prefixing a preverb to the ver All preverbs end in the vowel -i. This vowel is always present when the verb begins in a vowel. It often drops when the verb begins in a consonant. For example:

to the Student (Cont'd)

1.	(a)	amalgay	I dance
	(b)	etêliamalgay	I'm dancing
2.	(a)	tũay	I play (a sport)
	(b)	etêltũay	I'm playing

Preverbs sometimes cause changes to take place in a verb (morphophonemics). This is one reason why we write preverbs as prefixes to verbs rather than as entirely separate words. The following list exemplifies some of the changes which preverbs can effect on verbs:

3.	(a)	gelusi	I talk
	(b)	etêlgêlusi	I'm talking
4.	(a)	nepat	I sleep
	(b)	etêlinpat	I'm sleeping
5.	(a)	taĝamip	He hit me
	(b)	etêlitĝamip	He was hitting me
6.	(a)	welaĝapiap	I felt good
	(b)	etêliwlaĝapiap	I was feeling good
7.	(a)	epsusi	I warm myself
	(b)	etêlpêsusi	I'm warming myself
8.	(a)	gey'tu (gejitu in N.S.)	I know
	(b)	etêligjĩtuap	I found out at that time

Note that certain preverbs make more sense if combined with past of future tenses. For example, in 5., 6., and 8.(b), the past tense is used. In principle, they could occur in the present tense. This, however, would actually seldom be heard.

Note to the Student (cont'd)

The following is a list of some of the preverbs of Micmac. Each is given with the verb of motion amalgay, 'I dance'. Since the verb begins with a vowel, the preverbs will be easy to identify. They will all end in -i. Note, as you study the list, how preverbs are related to verbs and in fact have an adverbial function:

9.	amalgay	'I dance'
	etêliamalgay	'I'm dancing'
	najiamalgay	'I'm going dancing (contrast this with the future indicat amalgâs, 'I will dance')
	nujiamalgay	'I'm a dancer (a profession)
	gisiamalgay	'I'm able to dance'
	pemiamalgay	'I'm dancing by'
	aliamalgay	'I'm dancing around'
	eliamalgay	'I dance my way over there'
	netawiamalgay	'I'm a good dancer'
	awaniamalgay	'I'm a poor dancer'
	gesigawiamalgay	'I dance fast'
	sangewiamalgay	'I dance slowly' (a waltz)
	poĝjiamalgay	'I start dancing'
	puniamalgay	'I stop dancing'
	gaĝiamalgay	'I finish dancing'
	niganiamalgay	'I'm a bad dancer'
	asuiamalgay	'I dance from side to side'
	etegjiamalgay	'I dance backward'
	gitòĝiamalgay	'I dance in circle'
	pegijiamalgay	'I dance a long time'
	jaĝaliamalgay	'I dance quickly'
	pusgiamalgay	'I dance often'
	ewnasiamalgay	'I dance foolishly'
	winiamalgay	'I dance lewdly'
	weliamalgay	'I dance happily'

to the Student (cont'd)

nisiamalgay	'I dance down something'
toğjuiamalgay	'I dance up something'
wesgijiamalgay	'I dance on top of it'
pituiamalgay	'I dance under it'

All of the previous list of preverbs, except for three, have verbal counterparts. These three are naji-, pugsi-, pegiji- and are strictly adverbial in nature. All others from the list are derived from verbs.

10.

Preverb	Verb	
nisi-	nisàsi	'I go down'
wesgiji-	wesgijàsi	'I go on top of it'
pitui-	pituàsi	'I go under it'
wini-	winàsi	'I become bad'
pestağı-	pestağàsi	'I strain'
gesigawi-	gesigawàsi	'I go fast'
sangewi-	sangewàsi	'I go slow'
poğji-	poğtamgàsi	'I leave'
ewnasi-	ewnasàsi	'I act silly' (na here means 'is')
nigani-	niganàsi	'I go ahead'
asui-	asuàsi	'I go from side to side'
etegji-	etegjàsi	'I go backwards'
gittòği-	gittòğàsi	'I go in a circle'
jağali-	jağalàsi	'I do it fast'
weli-	wel'tàsi	'I am happy'
ali-	alàsi	'I go here and there'
eli-	eliey	'I go there'
puni-	puniey	'I quit'
awani-	awaneyy	'I'm clumsy'
gaği-	gağayey	'I'm finished'
toğjui-	toğjuày	'I go up'
gisi-	gisàtu	'I make it happen'
pemi-	pemàtu	'I carry it'
etêli-	etêliey	'I am squirming, in motion'

Note to the Student (Cont'd)

If preverbs are really adverbs, which in turn are derived from verbs, then there are literally as many possible preverbs as there are verbs. The class of verbs which can be adverbial in nature is of course restricted by the meaning (semantics) of verbs. For example, verbs of motio cannot be adverbial: amalgay, 'I dance'; pemlegày, 'I walk along'; gwitênèmay, 'I canoe'; etc. Most adjectival verbs can be adverbial as, for example, in the following: (Note the build-up to the last two sentences which are equivalen in meaning.)

11.	wantaĝeyy	I am calm
	wantagèg	he is calm
	jînêm	a man
	jînêmui	I am a man (verbalized noun)
	jînemuit	he is a man (verbalized noun
	Sàn wantaĝèg	John is calm
	Sàn jînêmuit (also: Sàn na jînêm)	John is a man (na means 'is')
	Sàn wantaĝèg jînêm	John is a calm man
	Sàn wantaĝaijînêmuit	John is a calm man (same meaning using a derive preverb combined with a verbalized noun)

3- In the examples of 10., 4th and 5th line, you saw that the ending -ui turned a noun into a verb. This verb, however, a very special ending in that it equates the noun and the subject and is therefore called a COPULA. For example, in jînêmui, 'I am a man', 'I' and 'man' are equated. They ar the same person. The same thing can also be achieved by using na. One can say nîn na jînêm, 'I am a man', where ' and 'man' are again equated, this time by interposing the copula na, 'to be'.[*] Such "equated" relationships are always based on a noun, or, in some cases, on a nominalize

[*] There are three na forms. There is na, 'it', as in na gesgugg, 'it's heavy'. Then there is na, 'to be', and na, 'that', 'the', a definitize For example: Negêm na na jînêm tàn amalgap, 'He is the(that) man who d

verb. That is, sometimes an ending is added to a verb to make it into a noun and it can then be used with a copula in an interposed relationship. For example:

2.	getantegey	I hunt (verb)
	getantegewinu	a hunter (derived noun)
	getantegewinui	I am a hunter (derived verb)
	nìn na getantegewinu	I am a hunter (This implies that the person hunts a lot in his spare time and is good at it.)
	nujigtantegey	I am a hunter (This implies that the person's full-time occupation is hunting.)

In this last case, the preverb nuji- serves to state that the action is one which is repeated and is professional in status. The bound pronoun at the end of the sentence indicates who that person is (in this case -y, 'I').

In part I of the Note to the Student, we examined the structure of a relative clause. In part 3 of the Note to the Student (example 10.), we examined structures derived from verbs. Using the basic vocabulary of 11., note how we can create relative clauses with the same meaning as some of the last two examples of 11.

1. (a) Sàn na jìnêm John is a man
tàn wantaĝèg. who is calm.
(restrictive relative clause)

2. (a) Sàn, tàn wantaĝèg, John, who's calm,
na jìnêm. is a man.
(non-restrictive relative clause)

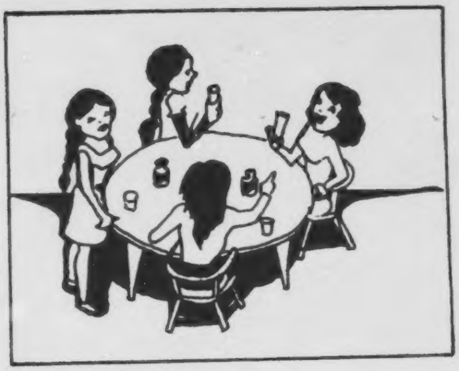
Sentences 1. (a) and 2. (a) can be bracketed as follows in order to indicate their component sentences:

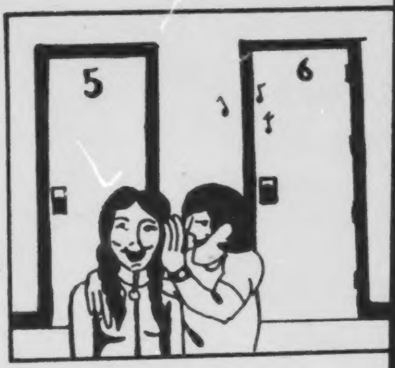
Note to the Student (Cont'd)

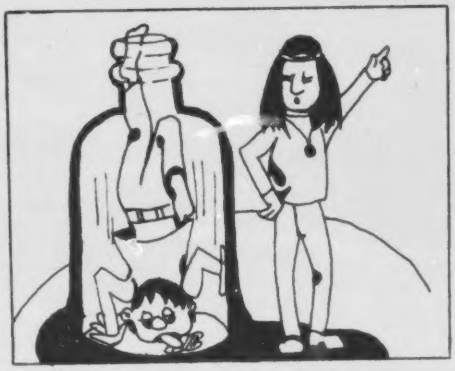
1. (b) (Sàn na jìnêm)$_{S_1}$ (tàn wantaĝèg)$_{S_2}$

2. (b) (Sàn (tàn wantaĝèg)$_{S_2}$ na jìnêm)$_{S_1}$

Study these related sentences and remember that there is often more than one way, using different structures, to express meanings which may appear to be very similar but yet are different. Since bracketing is important in understanding sentences, be sure that you understand this well. (See 1- in this Note to the Student.)







sson 14 (Cont'd)

USGAP, MESGILG SAĜAMAW - Nèwewey pugwey - Part 4

Na je têlià nèpatoĝop matênaggewaĝan, Gêlusgap mesgègêp. Gisinèpàta ugjigênama aĝ gey'toĝop tàn tès goĝey telàtegemg na ugjiatew tàsêg gelùgg aĝ tàsêg winjig. Na gès ula gêm'tên pemiwnaĝàsiteg tàn Malsêm elisingêp, na nàtèl lamèg gun'tew panàsêgêp aĝ na nàtèl wetneyitàpênig tàn màw piltuamugsultijig wìsisg aĝ jujijg, alt gelùsultipênig aĝ alt mò taliwtapsunultigupênig, puowinùg aĝ mìgêmuessûg; mesgilultijig sisipaĝ teluisultijig Gulùg teligênàtijig êl'pa wenaĝatùtitêl mesègêl utann aĝ elaĝsutùtitêl ugwisseymuaĝ musigêsgêtug; mesgilultijig jenùg uqgwamlamunual êmgumièl toĝo mimajuinuatalultijig; jipijgamùg aĝ taĝtaloĝĝ; aĝ maw mên'tùg, êmtèsgêmug aĝ je màw êsgêtègêmujg; Ugjùsêney, Pestêmangewey, Wastewtêgewey aĝ Metùnàĝewey. Telial'taĝitàpênig êmsêt tami, aligasultipênig qêlapis eta têlitètêmìtij matênanew jìnêmu. Na ugsêtĝamu wejàtegemgeg mu mugù siguègtênugup aĝ mu nugù wantaĝtenugup.

Vocabulary:

na je têlià	now even though
mesgeyy	I am sorry
wejiey/wejiaĝ (ugjiatew)	I/it am coming from (it will come from)
gelùgg (1)	good, benefit
tàsêg (1)	some, a little
winjig (1)	bad, evil
wenaĝàsi/wenaĝàsêg (pemiwnaĝàsiteg)	I/it am rising (when it(animate) was rising)
elisin/eloĝosg	I/it am lying down
lamèg	inside
panàsêg	it opens up
wetneyàsi/wetneyàsêg	I/it appears from within
piluamùg	of a different type, sort, colour

Gêlusgap, mesgilg Saĝamaw (Cont'd)

jujij (g)	an insect, bug, or reptile
wetapsuni/wetapsunig (mò taliwtapsunultìgw)	I/it am of value (they are of no value)
mìgêmuessu (g)	sorcerer
sisip (g)	a large bird (larger than song-birds)
Gulù (g)	large mythical bird
melgigênay/melgigênaĝ (teligênàtijig)	I/it am strong (they are as strong as...)
wenaĝàtu/wenaĝàsêg	I/it rise up
mesèg	it is whole, entire
utan (l)	a village, town
alaĝsin/alaĝsêg (elaĝsutùtitêl)	I/it fly (they fly them to...)
wissey (l)	a nest
musigêsg (l)	the sky
êngamlamun (l)	my heart
êmgumi (l)	ice
mimajuinuatalg	he is a cannibal
jipijgàm (y)	a horned serpent
taĝtaloĝ (g)	a salamander, reptile
mên'tu (g)	a devil
êmtèsgêm (g)	a snake
êsgêtègêmuj (g)	a skeleton, spirit
ugjùsên (l)	the wind
pestêmay	I starve
wastewjin/wastewtêg	I/it am frosty
metùnàĝ (l)	a storm, blizzard
altaĝàsi/altaĝàsêg	I/it run around
tel'tètêm	I think so
matênaggey	I fight
ugsêtĝamu (l)	the world
wejàtegemg	from now on

usgap, mesgilg Saĝamaw (Cont'd)

mu nugù	never more
siguèg	it is empty
wantaĝeyy/wantaĝteg	I/it am quiet, tranquil

Gêlusgap nemitoĝop aĝ mesgègêp tàn nigè mà gisiapsgwàsigw wàsòĝ gatu awna amujpa siawīgg aĝ angweywaji ula Wapêniaĝewa, gêlapis eta negêmow gisintàangweyasultītij. Na tujīw natgimapêni aĝ tepêlumapêni negêm apoĝonmuan tàn ĝasèg negêmow apoĝonmasultitij. Telimapêni ugjit ultesgêmênew tàn tèsêg goĝey wejgùaĝ mêl̍gitòtigtug aĝ êl̍gowaĝanigtug.

Vocabulary:

apsgwàsi/apsgwàsêg	I/it return
gatu awna	but instead
siawīm/siawteg	I/it remain, stay
angweywey/angweyweg	I/it take care of...
gisintà-	to know how, to have learned how
natgimg/natgitêm	I send for him/it
apoĝonmasi	I help myself
tànĝasèg	as long as
weltesgaĝ/weltesgêm	I meet him/it
wejgùey/wejgùag	I/it am coming
mêlgitòti (1)	courage
êl̍gowaĝan (1)	work, energy

Na nigè gegênutêmuapêni tàn telùj tapīg aĝ matjoĝteligêng, nigowatgul aĝ tàn telièwêmêg. Telimapêni, "Nīn elīgêpênig wīsisg ugjit witapeultinew jīnêmu, gatu negêmow awna getù wisujgênêmugsioĝop. Na nigè amujpa negêmow awna lugowugsitoĝsêp." Na tujīw gegênutêmuapêni èpiniji tàn telipsĝàtêmg

Gêlusgap, mesgilg Saĝamaw (Cont'd)

wìsisuèl mêgegênn aĝ ugjitunew aligew welpêteg, aĝ musgàtuapêni tàn telitêmg nêmèjuèl loĝtègênn aĝ tàn ṭelnenêmg maĝamigeg wejisĝaligêl ugjit mijipjewey aĝ êmpisun. Telimapêni "Na nigè gilew mè melgigênàtioĝ aĝ tàn mawimsêgilg wìsis. Gatu ulòtêmug ula mêlgigênòti. Nèpòĝ wìsisg pisŭ gisnu ugjit paseĝ nèpataĝan, na gilew mittugalugsitoĝsêp êsgêtègêmuj Pestêmèti aĝ na negêm giasgiw giseyugsitoĝsêp

Vocabulary:

gegênŭtêmasi elĭg/el'tu (tàn telitêmg)	I teach myself I make it (an/inan) (how to make it)
tapi (g)	a bow
matjoĝteligên (l)	an arrow
nigowatgw (l)	a spear
èwêg/èwêm	I use it
pesĝàlêg/pesĝàtu	I skin it (an/inan)
mêgegên (l)	a skin, pelt
wejĭg/wejitu	I make it (an/inan)
aligew (l)	clothing
wel'pêteg (from weli + epteg)	nicely warm
musgàlêg/musgàtu	I show him/it
nenaĝ/nenêm (tàn telnenaĝ)	I know him/it (how I know him)
maĝamigeg wejisĝalig (l)	plant (Lit: that which spri from the earth)
êmpisun (l)	medicine
melgigênay/melgigênaĝ	I/it am strong
weleyaĝ/welòtêm	I take good care of him/it
mêlgigênòti (l)	strength
pisŭ	for no reason, free
mittugey/mittugeg	I/it visit
giseyaĝ/gisòtêm	I overcome him/it

lusgap, mesgilg Saĝamaw (Cont'd)

Na tujīw wigumapênn gwimūl aĝ igālapênn ugjit uggêlusuaĝanêm nujōtêmênin. Wesuālapêni tapusiniji paĝtesêmu—newtējit wapēg ugjit Nāgweg aĝ igtig maĝtawēg ugjit Welāgw—aĝ telgināmuapêni ugjit ugtuēmin. Na ugtejgeweyeg wigumapênn Apistanēwjal êpĝasātunin ugtul, aĝ ugumitêl telimapênn gisgajātunin mijipjewey ugjit ula poĝtamgātimg el'tātij. Na mimajuinūg nemiātiteg gêpugjig majāsinital, ewlitāsultipênig.

"Moĝwā gênegg eliew", welgwijimapêni. "Nīn na amujpa wigi êptigisey wiguom, tān espêteg gêlaman na gisiulnêmūltoĝsêp ugjit angweyulninew tān getū tami êl'tāyoĝ." Na tujīw teppuguāsip ugtul aĝ ugtejgewey gelulateg telimapêni, "Tān getū wen munsigwiluit tān tujīw nutāj, na negêm wējīitew."

Vocabulary:

wigumg/wigutêm	I send for him/it
gwimu (g)	a loon
igāleg/igātu	I place, appoint him/it
gêlusuaĝan (l)	a word, a message
nujeyaĝ/nujōtêm	I handle him/it
wesuāleg/wesuātu	I take, choose him/it
êntuēm (g)	my animal
paĝasegey/paĝasaĝtu	I throw him/it in something liquid
gisgajēyy/gisgatteg	I/it am ready
poĝtamgāsi	I am going on a journey
gêpugjig	soon
majāsi/majāsêg	I/it am leaving
ewlitāsi	I feel sad, dejected (Lit: I have poor thoughts)
gênegg	it is far
welgwijimsi	I tell myself encouraging words
êptigisey	the other thing, place, person, etc.

Gêlusgap, mesgilg Saĝamaw (Cont'd)

espêpi/espêteg	I step into it
munsi-	with perseverance
gwiluasi	I search
nutāy	I am in need
wèjīg/wèjitu	I find him/it

Aĝ ugpigên telegeteg, Gêlusgap aĝ unaĝapemg elaĝtaĝatipên pītaw, gêmetug gêmitginaĝ teluisig Ùnêmàgig. Na nātèl wejgwasgêteg maĝamigew teluisig Awgògejg na wigultijig.

Vocabulary:

ênpigên (l)	my hand
telegey	I wave it
nunaĝapem (g)	my companion
alaĝtegey	I sail
pītaw	west
ewīgay	I build a house
nêmêtgi (l)	my country, birthplace
Ùnêmàgi	Cape Breton, N.S., sometimes used to denote all of Nova S
wegjwasgêteg	it is pointing towards me
wigi	I live at such a place, addr

Aĝ na gès nàtèl Gêlusgap wigiteg, ula Wapêniaĝewaĝ ap negêmow màw eliwsultipênig pītaw. Pemīgàtipênig wejàtege Gespèg gêlapis Pastungewàgig. Nigè gisgug êmsêt pilùwisu tijig: Mīgêmaĝ, Malisitewaĝ, Pênapsgataĝ, Pasêmêgwàtiaĝ aĝ mè igtigig aĝ na tujīw Êgjisaĝamow Gêlusgap pugwelgêp gelù telàtegej ugjit ula ugmimajuinumg.

Gatu pè nigè, gespiatoĝsi.

uscap, mesgilg Sağamaw (Cont'd)

Vocabulary:

eliwsi	I move to a specific place
wejàtegemg	from here on
Mìgêmaw (g)	a Micmac
Malìsit (g)	a Malicete
Pênapsgat (g)	a Penobscot
Pasêmêgwàti (g)	a Passmaquoddy
igtig (l)	the other one
gatu pè nigè	but for now
gespiatoĝsi	the end (Lit: my voice fades away)

Answer the following questions in Micmac:
(Hand in for correction.)

1) Goĝey ugjit Gêlusgap wejimsêgègês?

2) Wenig wetneyitàsênig tan Malsêm elisingêp?

3) Talamugsultijig êsgêtègêmujg?

4) Goĝey Gêlusgap nemitoĝos aĝ mesgègês?

5) Goĝey tepêlumasêni tàn tujìw natgimateg?

6) Goĝey gegênutêmuasêni?

7) Talimasêni ugjit mêl'gigênoti?

8) Wenig Gêlusgap ugtuèmg?

9) Tali welgwijimasêni Gêlusgap Wapêniaĝewa tàn tujìw ewlitàsultêlite?

10) Goĝey ugtejgewey telimasêni?

11) Tami wigit Gêlusgap nigè?

12) Wenig gisgug Wapêniaĝewaĝ?

LESSON 15 (REVIEW)

C-: converse, communicate

15 C-1

An'têle (A) meets Pêlasua (B) and Sèla (C) at Woolworth's.

A:	Mè taleyoq̂?	A:	How are you (dual)?
B:	Mujgajewey. Gatu gîl?	B:	The very best. And you?
A:	Wijey. Welpit na eqtatêlâyêm. Wettelasên ût tet Ulwerteg?	A:	The same. Your shirt is nice. Did you buy it here in Woolworth's?

15 C-1 (Cont'd)

B:	Èe, aĝ tel'tètêm mè gegunātiji.	B:	Yes, and I think they still have some more.
C:	Èe, nīn nemīgêpênig pasêg ulagu.	C:	Yes, I saw some just yesterday.

15 C-2

Sàn (A) and his wife Mal'gêlit (B), from Esgêsoĝonig, are on their way to Listuguj for a wedding. They stop at Oppīganjig and ask somebody (C) for directions.

A:	Alò, nīn na Sàn aĝ êntèpitem Mal'gêlit. Têleyewieg Esgêsoĝonig. Gè têlimieg tàn têlipgisintesnen Listugujg? Nātèl elātieg ugjit wetên.	A:	Hello. I'm John and my wife is Margaret. We're from Eskasoni. Can you tell us how to get to Restigouche? We're going there for a wedding.
B:	Saĝamaw Maltan wiguaĝ elātieg.	B:	We're going to Chief Martin's place.
C:	Amgwesewey, Listugujg na newtisgàĝ je êluigêneg wejātegemg tet. Siawātigw gêlapis Gàmêltêng igàyoĝ.	C:	Well, Restigouche is about seventeen miles from here. Keep on going until you reach Campbellton.
A:	Na tujīw asoĝomàttesnen asoĝomīgên. Teliaĝ?	A:	Then we cross the bridge. Isn't that right?
C:	Èe, gisi asoĝomātiog na ugsuàtug patatujey awti.	C:	Yes, after you cross, you take the road to the left.
B:	Saĝamaw wigit wen'jiguom newt gasgiptênaĝan je nàn.	B:	The chief lives in house # 105.
C:	Èe, wijey na awti nêmittoĝsêp Saĝamaw wiguow. Ewnèg.	C:	Yes, on that same road you'll see the Chief's house. It's blue.

15 C-3

Sapatis is planning to build a house. He stops at a lumber yard to check on what type of wood he'll need to buy.

A:	Alò, nìn na Sapatis. Nìn na angitètêm gêpugjig wìgan. Getugjìtu tàn telamùg gêmùj puattes.	A:	Hello. I'm Jean-Baptiste. I'm thinking about building a house soon. I want to know what kind of wood I'll need.
B:	Tàn mawièwasêg gêmùj ugjit wàal (also wàlêl), êmsaĝtaĝtêl aĝ poĝosên (Rand's Dictionary, 'an umbrella', 'roof') na gawatgw.	B:	The most common wood for walls, floors, and roofing is spruce.
A:	Gatu ugjit amallugaĝan?	A:	What about fancy work and finishing?
B:	Amallugemgewey gêmùj suel yapjiw na guow.	B:	Fancy work and finishing is almost usually with pine.
A:	Gatu pugwelg tà nu wen èwêg ênnigêmùj êstêgè sênawey ugjit êmsaĝtaĝtêl?	A:	Are there a lot of people using hardwood like maple for floors? (tà nu wen: 'whoever'; nà tu wen: 'somebody')
B:	Èe, sênawey aĝ màw malsênawey.	B:	Yes, rock maple and soft maple.
A:	Aĝ gìs gey'tu suel emsêt wen èwêg ĝasĝusi ugjit pugsaĝtègênèl.	A:	And I already know that almost everybody uses cedar for shingles.

15 C-4

Lin'ta calls up the weather bureau for information.

	(Gêlingêlingêlingêling)		(Ring-a-ding-a-ding)
A:	Alò, Mìgêmàgigewey wen'jìguom aĝĝattèmêg tàn teligisgêg.	A:	Hello, Micmacland Weather Bureau.
B:	Gis têlimites tàn têligisgêttêtew Gespèg gisimewliàgweg?	B:	Can you give me the weather forecast for the Gaspé region for this afternoon?

15 C-4 (Cont'd)

A:	Ijgà esgêmali. (Nutêmên wigatigêney metewiaĝ.) Ijgàjijg alugitew aĝ eyg gispesan. Ugjûsên tew'jàsêttêtew nàtami newtisgàĝ je nàn mayl tès newt ajiej.*	A:	Just a minute please. (You hear paper rustling.) It will be partially cloudy with chances of rain. The wind will be blowing at approximately 15 m.p.h.
B:	Gatu màw gisigênmuites tàn têligisgêttêtew oĝatênug-papgèg aĝ papgèg Êgtàgêmug (Rand's Dictionary, 'mainland')?	B:	Can you also give me the forecast for northeastern and eastern New Brunswick?
A:	Oggè (ap nutêmên wîgatigên). Gigpesan aĝ êmsîgug ugjit essippûnug, îulatetew gisimewliàgweg. Ugjûsên êlsettêtew pîtaw wetsêĝ papgèg aĝ màmunmêl'gigênatew. Ewlamsên îttew panaèmg gigjîw Mênagesênug natami tàpu gasgiptênaĝan mayl oĝatênug-papgèg.	A:	Okay (more paper rustles). Rain and sleet are forecasted for the morning; intermittent sunshine for the afternoon. Wind will range from an east to westerly direction and will be gale force. Hurricane warnings are issued 200 miles northeast in the Anticosti region.
B:	Na nigè weligjîtu mà gislaĝsinu tami. Gatu taligisgêttêtew enmitàsugunàĝ ugjit Ùnêmàgig, Êgtàgêmug aĝ Epegwitg?	B:	Well, that takes care of my plans for flying. What's the long range forecast for Nova Scotia, the Mainland and the Island?

---

* The word tew'jasêttêtew probably comes from tew + majàsi in which case the "'" would not necessarily have to be written since voicing is effected by Rule 1.(b), The Micmac Orthography (see footnote also). Writing "'" in such cases, however, appears to be useful even if redundant because of the morphophonemics involved. The resulting change that occurs when morphemes come together often leaves a word modified beyond recognition. Also, morphemes such as tew-, in an answer and taw-, in a question (as with tal-, tel-) have a low frequency of occurence and are not immediately recognized as being separate morphemes. In such cases writing "'" to indicate the voicing of a following segment appears to be of practical value.

15 C-4 (Cont'd)

A:	Ugjit na êmsêt tàn têlgīg Mìgêmàgig enmitàsugunàĝ, êpĝojigaĝapêniatew gèsmu tapugunàĝtênug.	A:	For the entire area of Micmacland, the long range forecast is clear weather within 48 hours.
B:	Welàlin.	B:	Thank you.

---

15 E-1

The review conversations of this lesson were complex and involved. The sentences were long and made use of aspect, tense, and mode. You are now at a level advanced enough to be able to produce similar conversations. Try your hand at this and don't be afraid to experiment with complex sentences. Hand in your conversation as soon as possible so that your teacher can use it as a part of this review.

15 E-2

Free Conversation: Together with your teacher, write on the board five topics that you have covered in the last lesson. Using those topics, one by one, have a conversation with your teacher. Be sure not to slip into English.

15 E-3

Repeat 15 E-2 with another student instead of with the teacher. Students should be paired in TWOS and do this exercise simultaneously.

15 E-4

It's X-ing time again. Using the folded-paper technique, review the C's, M's and E's of lessons 11 through 14. Do this review rapidly and, if you hesitate with some part of the lesson, mark that part with an X (in pencil). After class, practise with the tapes those parts marked with X's.

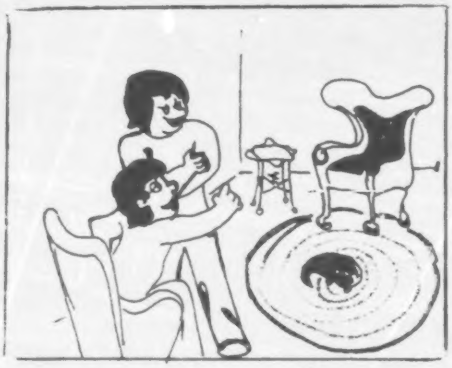
15 E-4 (Cont'd)

Be sure to do this before you move on to lesson 16. This is your last chance to do any catching-up in lessons 11-15.

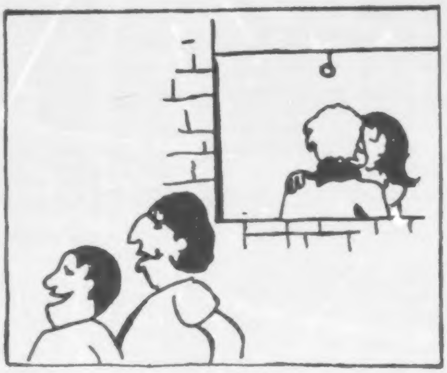
15 E-5

In Micmac, make up a story (or dialogue) to go along with each of the following pictures. (Hand in for correction and do orally.)

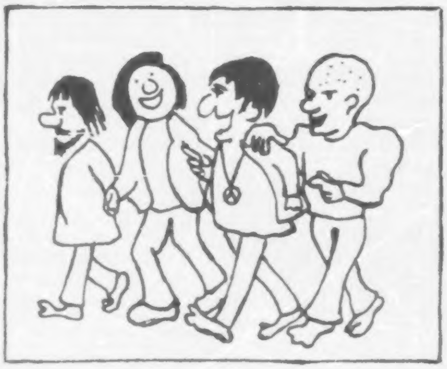
(1)



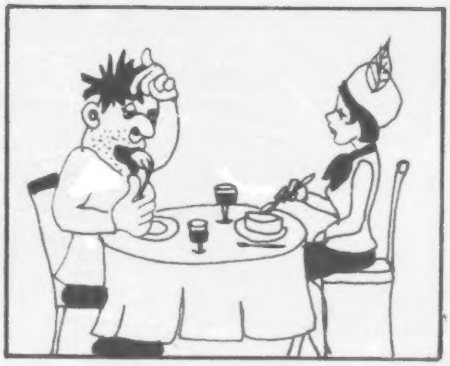
(2)



(3)



(4)



15 E-6

At this point, you should be ready for a Scrabble tournament (see 10 E-10). Your teacher will divide the class into teams and conduct the tournament. If there are many students, the game can be drawn on the blackboard, or, better yet, projected from an overhead projector. Have fun!

15 E-7

Answer the following questions from the C's of this lesson: (Hand in for correction.)

1) Tami wettelasêp êgtatêlàyêm?

2) Tel'tètêmên mè geggunàtiji?

3) Tami elâtijig Sân aĝ Mal'gêlit? Goĝey ugjit?

4) Tal'gênegg Oppîganjig aĝ Listugujg?

5) Tegen wen'jîguom wigit Saĝamaw?

6) Wen el'toĝ wen'jîguom? Tânug?

7) Talièwasêg gawatgw?

8) Gatu guow?

9) Ugjit êmsaĝtaĝtêl, goĝey pugwelg mimajuinu èwêg?

10) Gatu ugjit pugsaĝtègênn?

11) Taltàĝ asûgêlusimgewey Mîgêmewigtug?

Vocabulary:

teltàĝ	it sounds like
asûgêlusimgewey	a telephone (Lit: an instrument with which two people can talk back and forth to each other). This is a created word.

15 E-7 (Cont'd)

12) Taligisgêtêtew Gespèg gisimewliàgweg?

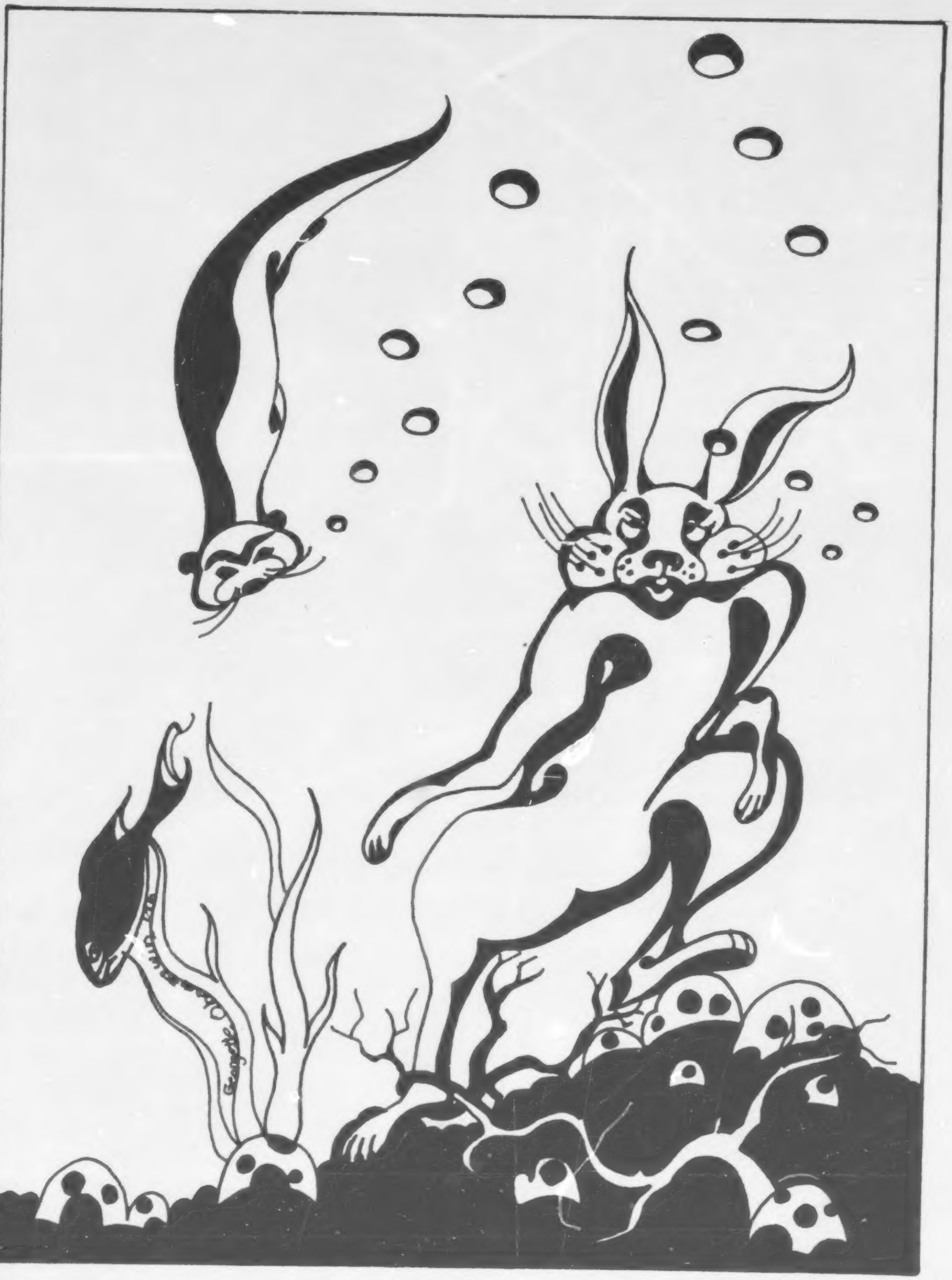
13) Gatu taw'jàsêttêtew ugjùsên?

14) Gatu oĝatênug-papgèg aĝ papgèg Êgtàgêmug?

15) Tami ī̀ttew e'lamsên?

16) Taligisgêgtêtew tàn tәlgìg Migêmàgig enmitàsugunàĝ?

RABBIT, THE MATCHMAKER



Lesson 15 (Cont'd)

ANIMAL CHARACTERS IN GLOOSCAP STORIES

(This section examines various animal characters and their roles as depicted in More Glooscap Stores by Kay Hill.)

In the story "Wejosis and the Wind Giant", the giants Ugjùsên and Wastewtêg prey on some orphan children. Glooscap rescues them and performs the miracle of changing leaves into small birds.

Wijòsìs aĝ Jenu Ugjùsên

Na nigè tujìw gìs sàĝ mò jipjìjg nipugtugewèg eymùtigupênig ula Wapêniàĝig, Gêlusgap oĝo mè mênag angitètêmugup lian. Èe, eymùtipênig apaĝtugewèg sisipaĝ —Gêloĝantiejg, Sulumgwaĝ, Jìgutêliejg (Rand's Dictionary) aĝ me pugwelgig—gatu negêmow waĝasultipênig aĝ wigultipênig êgtànug. Moĝwà eymugupênig jipjìj ugjit mawmilitànew mijuàjìjg, ugjit igênmuanew gisòĝon tàn negêmow telwelamugsultitij aĝ tàn telintawintùtìtij. À na ula Gêlusgap gisitètgêp, "Ugsuàlas nìpìg tàn nisiàtijig toĝàĝ aĝ ugjiàs nàtèl jipjìjg!" Na mijuàjìjg wel'tàsultipênig.

Vocabulary:

Wijòsìs	a name
jenu	a giant
ugjùsên	the wind
na nigè tujìw gìs sàĝ	long ago in the old time
jipjìj	a small bird
nipugt	the woods, forest
eym/eteg	I/it is
angitàsi	I think

Animal Characters in Glooscap Stories (Cont'd)

elĩg/eltu	I make him/it
apaĝt	the sea, ocean
sisip	a large sea bird
gêloĝontiej	a sea-gull
sulumgw	a wild goose
jĩgutêliej	a kingfisher
waĝasi	I am wild, nervous
egtãn	the tide, syn. ocean
milàsi	I play
mijuàjĩj	a child
igênmuey/igênmueg	I/it give
gisòĝon	fun, a good time
welamugsi/welamũg	I/it am colorful
netawintu	I am a good singer
wesuàtu	I take it
nisiey/nisiaĝ	I/it fall
wejiey/wejiaĝ (ugjiàs)	I/it return, am from (I will create, make)
wel'tàsi	I am glad

Gêlusgap samàlapênn puowinuèl ugtêspisunn ijgà aĝ pana sêmtug wejiwnaĝiàtipênig gesipugwelgig jipjìjg aĝ sêmtug poĝtintũtipênig. Gapjagwejg aĝ Jugĩgesg, megwòltijig aĝ sisguamugsultijig êstêgè mimgwaĝanmusièg nipĩg. Êmsiguèjg aĝ Militàjg, wisawòltijig aĝ êstoĝonamugsultijig êstêge tupsièg aĝ ênmujumanaĝsièg nipĩg. Gênisgwatgiejg, Migjagògejg aĝ Tittièsg, el'pa wijey aĝ megwègig, wisawsulieweyamugsultijig aĝ sêmalgieamugsultijig nipĩg sênaweyèg. Aĝ mè gatu wiguasamugsultipênig.

Vocabulary:

wenaĝàsi/wenaĝàsêg	I/it rise up

Animal Characters in Glooscap Stories (Cont'd)

netawintu	I can sing
gapjagwej	a robin
jugĩgês	a chickadee
êmsiguẽj	a sparrow
militãj	a hummingbird
gênisgwatgiej	a gros beak
migjagõgej	a moose bird
tittiẽs	a blue jay
sêmalgie	copper
wiguasamugsi/wiguasamũg	I/it is colorful

Answer the following questions:
(Hand in for correction.)

1) Goĝey ugjit jipjĩjg mõ eymũtigupênig Wapêniãgig?

2) Wenig eymũtisênig? Tami wigultisênig?

3) Taligênmuãtiji gisõĝon mijuãjĩjg jipjĩjg?

4) Goĝey Gêlusgap gisitêtgês?

5) Taliasêni Gêlusgap jipjĩjg?

6) Tegenig jipjĩjg eliasêni?

In the story "The year Summer was Stolen", Gĩgwaju, the badger, finds his brother very ill. His brother says to him: "I'll be all right when summer comes". So, in ord to help his brother, he decided to steal summer. Now ba knew, as did everyone, that Glooscap had given Winter, t Ice King, the right to spend six months of the year in t land of the Abenaki. Then he had to move to the far Nor leaving the other six months to Summer. That was the ru

Animal Characters in Glooscap Stories (Cont'd)

But little cared Badger for rules! He had made up his mind and that was that. The story begins as follows:

Na Newtipunĝèg Nipg Gemutênatasêgeg

Wapênàgiewaĝ na yapjiw migwitètêmītij na newtipunĝèg nipg gemutênatasêgeg. Negêmewey na êmsêt Gìgwaju ugtêlàtaĝantêp!

Vocabulary:

migwitètêm	I remember
gemutêney	I steal
gīgwaju	a badger
êntêlàtaĝan	my fault

Na nigè tujīw gīs sàĝ, na Mīgêmewey Gigwaju na tel'tèlmutêp êstêgè tàn mawintàòpêlàteget ênnu ugsêtĝamùg. Teluemgêp ugjit negêm na amuj etug Lugsal ujjêl. Pugenapênn na negêm mên'tùl ugtineg aĝ eta maw Lugs na gaĝīsg Gigwajuàlsip tàn tujiw majàsij poĝjiòpêlàtegej, na Gìgwaju elg negêm poĝjitêluītutêp, Gigwaju, negêm tàn nujiòpêlàteget.

Vocabulary:

tel'tèlêmg/tel'tètêm	I think of him/it as being...
netàopêlàtegey	I am mischevious, troublesome
amuj	certainly
etug	maybe
pugenêm	I have a lot
êntineg	my body
aĝ eta màw	and also

Animal Characters in Glooscap Stories (Cont'd)

gaĝīsg	often
majàsi/majàsêg	I/it move, leave
poĝji-	to begin
teluīteg/teluītêm	I name, call him/it

Gìgwaja na wigip munsaĝa Migêmàgig, telialàsip êmsêt
tami aĝ màw ugjigênamêl. Gitg na pasêg alpomewipênig, mò
elugegupênig. Pana pas pasêg yapjiw algisègêpênig.
Newtèjgeg gesigeg gatu na ula ugjigênamêl poĝjisênugalipê
Gìgwaju, amujpa ijgā welimugg, màmunigsalapênn ùt ugjigên
mêl (êmsêt wen gey'toĝ mò wenn piluèl taliel'tèlmagul) aĝ
weliangweywapênn tàn telipqijipênnenij. Gatu mè pitàĝap
wejgùaĝ gesig aĝ ula ugjigênamjījêl mè wijey teliewlamug-
silitêl, je esàmênij mijipjewey. Gīgwaju negêm munsaywat
maĝutêmênin tàsêgêl mijipjewèjījêl tàn gi[illegible]pomewitêl gisna
gisgêmutênatgêl gatu êl'pa mò gelùgtênug. Ula ugjigênamêl
pasêg wejjelaminitêl aĝ je waĝaj gistêluelitêl, "Ulàsites
na tàn ĝasèg nipg igàĝ." Gelùg na, pasêg naa, nipg mà
igàĝtênug mè ap gêlapis sīst gisna nèwijig tepgunsejig,
Gīgwaju angitàsip, aĝ ula ugjigênamjījêl gisinpênis.

Vocabulary:

munsaĝa	mainly
alàsi/alàsêg	I/it go here and there
ênjigênam	my brother
al'pomewi	I bum around (from English 'bum')
pana pas pasêg yapjiw	always only
giseyy	I'm having fun
gesênugay/gesênugaĝ	I/it am sick

Animal Characters in Glooscap Stories (Cont'd)

welimg/welutêm	I say nice things about him/it
gesalg/gesatêm	I love him/it
piluey	different
el'tèlêmg/el'tètêm	I care for him/it
angweyaĝ/angòtêm	I take care of him/it
pegijipêney/pegijipêneg	I/it am sick for a long time
pitàĝ	long
wejgùey/wejgùaĝ	I/it am coming
ewlamugsi/ewlamùg	I/it look sickly
esàĝ/esèm	I send him/it away
mijipjewey	food
munsayaĝ/munsòtêm	I coaxed him/it
maĝutêm	I eat it
tàsêg	some
gelùsi/gelùg	I/it am good
wejjelami	I sigh
waĝaj	hardly
welàsi/welàseg	I/it feel better
tàn ĝasèg	as long as
pasêg naa	if only
mè ap gêlapis	till at least
tepgunset	the moon, also a month
angitàsi	I think
nepêm/nepg	I/it am dead

Answer the following questions:
(Hand in for correction.)

1) Goĝey Wapêniaĝewaĝ migwitètêmītij aĝ wen ugtêlàtaĝan?

2) Taluemgês ug[illegible] Gīgwaju?

3) Goĝey Gīgwaju poĝji têluītusêp? Goĝey ugjit?

4) Talugesên[illegible] Gīgwaju aĝ ugjigênamêl?

Animal Characters in Glooscap Stories (Cont'd)

5) Weliangweywasênn Gĩgwaju ugjigênamêl?

6) Talimunsaywasênn?

7) Tuluelisênn ugjigênamêl?

8) Taliangitãsis Gĩgwaju?

In the story "Pulowech, the Partridge", we find Pêlawej and Tittiès, the Jay, in a great quarrel and misunderstanding. Pêlawej believed that Tittiès has "gesgêmsit" the magic power which he didn't deserve since the other was lazy and unworthy. In the story it turns out that Pêlawej was really jealous of his friend and he realized that it hadn't been Tittiès's nagging he had minded. He had simply envied the jay his assurance, his popularity, his fine clothes—and the worst of it was, he knew he wouldn't change with the jay even if he could. The story begins thus:

Pêlawej

Pêlawej aĝ Tittiès na nigêmãjuipênig. Pêlawej na negêm melgêlugêp aĝ êmsêt wen gesitèlmapênn aĝ pana mã ugsuàtug sewisgèg tãn telugej. Gatu Tittiès negêm na weliaĝĝamgusip aĝ gesatgêp gisõĝon. Negêm na mõ igênmatêmugup êl'gowaĝan asgayagun tãn tel'gisèg. Gitg na mõ maliẽwigupênig. Tittiès na newtiwigip, gatu Pêlawej geggunapênn ugumijêl tãn angweyatêl.

Vocabulary:

pêlawej	a partridge
tittiès	a blue jay

Animal Characters in Glooscap Stories (Cont'd)

nigêmàj	my neighbour
melgêlugey/melgêlugeg	I/it work hard
gesitèlêmg/gesitètêm	I think a lot about him/it
pana mà	will never
wesuàtu	I take it
sewisgèg	a break, time off
weliaĝĝamgusi/ weliaĝĝamgug	I/it am handsome, nice looking
gesatêm	I like it
gisòĝon	fun, pleasure
igênmatêm	I let it happen
êl'gowaĝan	work
asgaywey/asgayweg	I/it interfere, annoy
newtiwigi	I live alone
geggunêm	I have it
angweywey/angweyweg	I/it guard, take care of

Emsêt na goĝey welàsêgep ugjit gitg negêmow gêlapis newtèjgeg nàgwẽg tàn tujîw Pêlawej telimateg ugumijẽl, "Mut wigumaw Tittiès ulònug ugjit welàgwewey."
"Goĝey ugjit?"
"Wesam gaĝîsg gîspegising. Igênmu nà tami sèg têlatànn pè ijgà. Goĝey ugjit nîn ugjisêmàs tà nuen mò nîn esêmigw, aĝ pa mênaĝ telimigw welàlin tàn tujîw esêmg. Têlim êl'pa moĝwa goĝey eytênug wen'jîguomg maĝutêmêgewey."
"Na tòĝ" teluet gisiguîsgw, pasêg na sewistesêmgêpênaĝ êntuomaĝ sepey aĝ na êgtù wisugatêmulan gilu amuj pa êmĝatuîsiàs Tittiès ugtuomêl. Na negêm tujîw êgjîttew tà goĝey wejiqtũwisugay tàn tujîw mò geggunmu tà goĝey wisugattes."

Animal Characters in Glooscap Stories (Cont'd)

Vocabulary:

nãgweg	a day, day time
wigumsi	I call, invite myself
welãgwewey (welãgw + ewey)	supper, the one that belongs to night time
goĝey ugjit	why? what for?
wesam gaĝĩsg	too often
gĩs-	already
pegisin	I arrive
nã tami sèg	somewhere else
etêlatal	I'm eating
pè ijgà	a little while
esêmsi/esêmsig	I/it feed myself
tà nuen	somebody
pa mênaĝ	not ever
welàlin	thank you
êl'pa moĝwà goĝey	nothing at all
maĝutêmêgewey	food, something which is eate
na tòĝ	okay then
gisiguĩsgw	an old woman
sewistesémg/sewistestu	I break him/it
êntuom	my pot
wejigtù-	the reason why
wisugay	I cook
têli-	the way I want
teliluat	the extent of one's anger
gesispàtegey	I wash
wow	a pot
èwêg/èwêm	I use him/it
pesèg/pesetu	I smell him/it
wettêm	I taste it

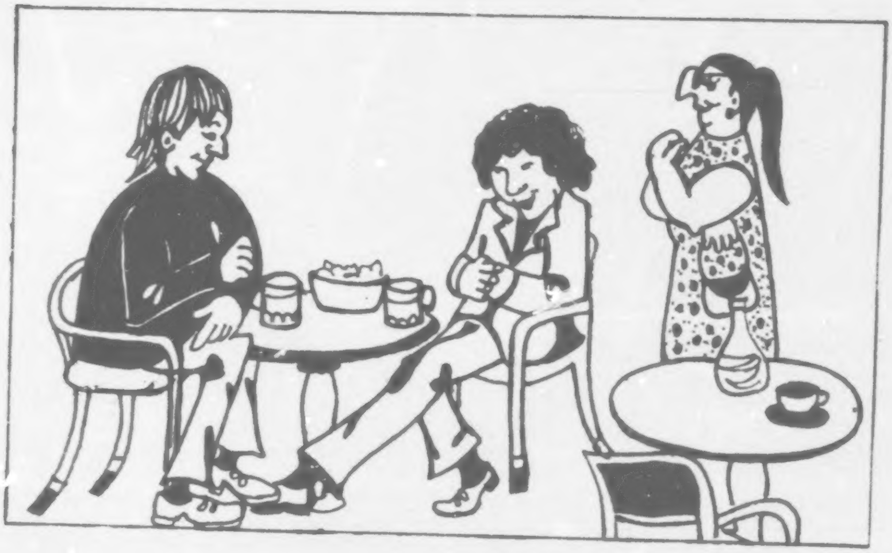
Animal Characters in Glooscap Stories (Cont'd)

gisoĝsêm	I just cooked it
welmêtu	I am kind
welʼsaĝjĩjg	quite a little while ago
piluitèlmêg/piluitètêm	I think differently and negatively about him/it
nujtawet	a beggar
wet-	from
mimaji/mimajig	I/it am alive

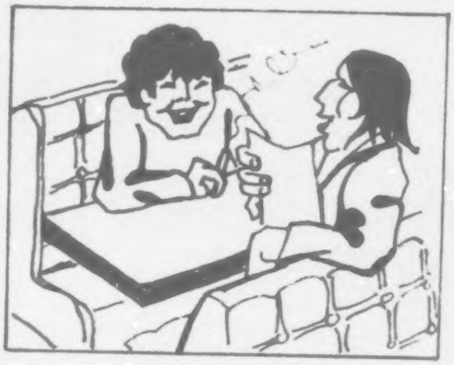
Answer the following questions:
(Hand in for correction.)

1) Wen na negêm Pêlawej? Gatu Tittiès?
2) Maliẽwijig gisna moĝwã?
3) Talimasênn Pêlawej ugumijêl?
4) Goĝey ugjit?
5) Taluess gisiguĩsgw?
6) Wen na nujtawet?

LESSON 16



C-: converse, communicate



16 C-1

An'têle, who's been away to school, meets Jèg in Restigouche during the summer holidays. They are at Hachey's, a local restaurant, bar, and bus stop.

A:	Alò An'têle. Mè taleyn? Saĝ mênaĝ nemũlu. Tami wetneyàsin?	A:	Hello Andrew. How are you? I haven't seen you in a long time. Where are you coming from? (Lit: From where are you appearing?)

16 C-1 (Cont'd)

B:	Alò Jèg. Ò, weleywijig Gīs newtipunĝeg wesgewàsi Muliang. Etêlginàmugsiap nàtèl.	B:	Hello Jack. Oh, they're treating me fine. I've been in Montreal for a year. I was going to school there (Lit: I was being taught there.)
A:	Tammiaw?	A:	Where?
B:	McGill University.	B:	McGill University.
A:	Goĝey wesuàtūsêp?	A:	What were you taking?
B:	Pugwelg tà goĝey ugjit têlīsuti.	B:	A lot of things about language.
A:	Mè tal'gisòĝon gatu nàtèl? Tet mè gatu jigaweteg.	A:	Can you have any fun there? It's pretty dull around here.
B:	Ijgà gisòĝon, gatu mè pugwelg attigênàsuaĝan. Apajàsi naĝatu êtĝònug. (naĝatu from na gatu)	B:	There's some fun, but there's a lot more hard work (than fun). However, I'm going back in the fall.
A:	Ap nêmūltes enmitàsugunàĝ. Nujj na etêliesgêmalit gujêmug	A:	I'll see you again during the next few days. My father is waiting for me outside.
B:	Na tòĝ. Usgūttesênu tujīw êptigisey.	B:	OKay then. At that time we'll talk about something else.

M-: mimmic, memorize, manipulate

16 M-1

A:	Tami wetnèyàsìsêp ulagu?	A:	Where were you coming from, yesterday?
	Tami wetneyitàYoĝos? (wetney + itàyogos)		Where were you (plur) coming from?
	Tami wetneyàsis?		Where was he coming from?
	Tami wetneyàtisênig?		Where were they (dual) coming from?
	Tami wetneyitàsênig?		Where were they (plur) coming from?

16 M-2

B:	Muliang wesgewàsiap.	B:	I was staying (coming from) in Montreal.
	Etêlginàmugsiap nàtèl.		I was studying there.
	Jipugtug wesgewitàyegêp.		We were staying in Halifax.
	Etêlginàmasultiegêp nàtèl.		We were studying there.
	Têlanto wesgewàsip.		He was staying in Toronto.
	Etêlginàmàsip nàtèl.		He was studying there.
	Pastung wesgewàtipênig.		They (dual) were staying in Boston.
	Etêlginàmasipênig nàtèl.		They (dual) were studying there.
	Gepeg wesgewitàpênig.		They (plur) were staying in Québec.
	Etêlginàmasultipênig nàtèl.		They (plur) were studying there.

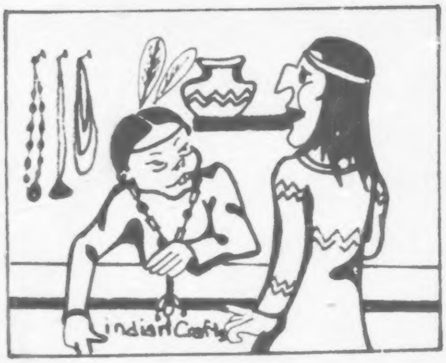
16 M-3

A:	Goĝey wesuàtùsêp?	A:	What were you taking?
	Goĝey wesuàtuoĝos?		What were you (plur) taking?
	Goĝey wesuàtoĝos?		What was he taking?
	Goĝey wesuàtùtis?		What were they (dual & plur) taking?

16 M-4

B:	Wesuàtuapênn giwnaĝa ugjit têlīsuti.	B:	I took things mostly in language.
	Wesuàtuegêpênn giwnaĝa ugjit mal'palèwitewey.		We were taking things mostly in medicine.
	Wesuàtoĝop giwnaĝa ugjit alusèwimgewey.		He was taking things mostly in carpentry.
	Wesuàtùtipênn giwnaĝa ugjit sàĝawey.		They (dual & plur) were taking things mostly in history.

C-: converse, communicate



16 C-2

Sàn meets Pàl in the Indian Arts and Crafts store.

Pàl teaches basketwork.

A:	Mè taleyn Sàn? Gīs tal'sàĝ wesgewàsin ūt tet?	A:	How are you John? How long have you been (working) here?
B:	O, gīs suel tàpu tepgunset. Geginàmuey na lipgenigênn el'temg.	B:	Oh, it's been two months already. I'm teaching basketmaking.
A:	Mō gejūluas êntawitun lipgenigênn. Tami tet etêlginàmasīsêp.	A:	I didn't know you could make baskets. Where did you learn how to do it?
B:	Apsêgilaneg na īnêmīgêp nujj el'tòĝ. Mò na metuènug newt poĝjigênutêmasin.	B:	When I was small, I used to watch my father make them. It isn't hard once you start to learn.
A:	Tel'tàsin etug nīn gis gênūtêmuites.	A:	Do you think you could teach me?
B:	Pugwelg gīs gênūtêmaĝ. Pasêg jugūa tet tès amgwesewey elugutimg aĝ sīstewey welàgw.	B:	I've taught a lot of people already. Just come here on Monday and Wednesday nights.
A:	Puattes goĝey nespênmên ugjit lipgenigênègemg?	A:	Will I need to bring anything for basketmaking?
B:	Moĝwà, pasêg gīl.	B:	No, just yourself.

16 C-3

Alig and *Pàtelig* are hunting deer in the woods. *Alig* is a bit over-anxious and almost ready to shoot at anything that moves. However, he doesn't want to let on that he hasn't hunted very much and tries to act like he knows what he's doing.

A:	Pàtêlig, têlimites goĝey nêmitũn.	A:	Patrick, let me know if you see anything.
B:	Mut jipatêmu. Gaĝatepiatew geggunmũg gèsmu pesgigeggw.	B:	Don't be afraid. We'll have lots of time to shoot.
A:	Mu geytu. Gaĝĩsg aligtantegey aĝ tès paseĝ samaptêm nat goĝey.	A:	I don't know. I've been hunting many times and only got to see a flash of something.
B:	(Pàtêlig wesgewigwàsit) Tàn na gelùsit nujigtanteget nigannêmittew wĩsisuey gèsmu negêm nemĩgugtênug.	B:	(Patrick grins) A good hunter sees his game before it sees him.
A:	(Nipĩg metewiejig) Goĝey ta neteg? Nemitũsêp goĝey?	A:	(Leaves rustle) What was that? Did you see something?
B:	Goĝeya? Tami tet?	B:	What? Where?
A:	Alà tet. Nat goĝeyeg pemiàĝ.	A:	Over there. Something just went by.
B:	Pêlawej sêpênaĝ?	B:	Was it a partridge?
A:	Moĝwà, mè mesgilgêpênaĝ.	A:	No, it was much bigger.
B:	Talamugsisênaĝ?	B:	What colour was it?
A:	Sisguamugsipênaĝ aĝ wapègêpênaĝ, êstêgè lentug.	A:	Brown and white, like a deer.
B:	Eluèwien. Mò goĝey telgĩgtênug eteg na mitĩsigtug epunèg!	B:	Don't be silly. There's nothing that big under that tree!
	(Nipig metewiejig aĝ pêlawej wenaĝsing. Alig gitòĝêtesing aĝ pesgiget.)		(Leaves rustle and a partridge flies away. Alex swings around and fires.)

16 C-3 (Cont'd)

A:	Sigtelaĝaĝ! Sigtelaĝaĝ!	A:	I got it! I got it!
B:	Pasêg tà goĝey sigtelmên na nipispaĝan. Aĝ èpana, gejĩt gĩl wen pesguatêl pêlawejêl èwêg na telgĩg pesgewey.	B:	All you got is a branch. Anyway, who do you know that would shoot a partridge with such a big gun.

Birds

The following is a list of birds that you will be using in the exercises that follow. Do NOT memorize the list but rather learn the bird names in the context of the exercises. Song birds and other small birds are called sisipjĩj. Larger birds are called sisip. You can state whether any bird is male or female by placing before it êsgwèw, 'female', and napèw, 'male'. For example, a female robin would be: êsgwèw gapjagwej. Similarly, a male blue jay would be: napèw tittiès.

pùgutêliesgiej	a black bird (Rand's dictionary)
jugĩges	chickadee
gapjagwej	robin
tittiès	blue jay
pugwales	swallow
êmsiguèj	sparrow
gênisgwatgiej	grosbeak (Rand's dictionary)
nanamigties	sand piper (Rand's dictionary)
jijigwatej	snipe
apòĝonej	woodpecker
militàj	hummingbird
migjagògej	moosebird
gêsgesgunajit	puffin (Rand's dictionary)
pigùnàsit	peacock (Rand's dictionary)
gàĝaĝuj	crow

16 -Birds (Cont'd)

êgjigàĝaĝuj	raven
pêles	pigeon
pelagwet	parrot (French 'perroquet')
gùgùgwes	owl (in general)
wapigùgùgwes	snowy owl
titigêli	horned owl
gêloĝontiej	sea gull
jìgutêliej	King fisher
emĝatawapu	cormorant
têmgwatigênej	crane, heron
wewgùjūmej	bittern, species of crane (Rand's dictionary)
gwimu	loon
gitpu	eagle
pêlawej	partridge
apjijgêmuj	duck
sulumgw	goose
aputapegiejiț	turkey
gòĝolìgwej	chicken
wapi	swan

---

16 E-1

The following exercise involves the immediate past (-aĝ). Be sure to read the Note to the Student before attempting to do it. The birds referred to in this exercise are all taken from the list following 16 C-2 and the other terms are from earlier lessons (see lesson 11).

1. Talamugsisênaĝ sisipjìjaĝ pemaĝsingaĝ?	A:	What kind of small bird was it that just flew by? (sisip: 'bird'; sisipjìj: 'small bird')
Jijiqwatejaĝ na.	B:	It was a snipe.

16 E-1 (Cont'd)

	Tel'tàsin? Talamugsitaĝ?	A:	You think so? What color was it?
	Maĝtawèqaĝ	B:	It was black.
2.	______ ______	A:	What kind of small bird was it that just flew by?
	______	B:	It was a black bird.
	______	A:	You think so? What color was it?
	______	B:	Black.
3.	______	A:	What kind of small bird was it that just flew by?
	______	B:	It was a chickadee.
	______	A:	You think so? What color was it?
	Waptênèqaĝ aĝ	B:	Grey and brown.
4.	______ ______	A:	What kind of small bird was it that just flew by?
	______	B:	It was a robin.
	______	A:	You think so? What color was it?
	______	B:	Red and dark brown.
5.	______ ______	A:	What kind of small bird was it that just flew by?
	______	B:	It was a blue jay.
	______	A:	You think so? What color was it?
	______	B:	Blue.

16 E-1 (Cont'd)

6.		A:	What kind of small bird was it that just flew by?
		B:	It was a swallow.
		A:	You think so? What color was it?
	aĝ pugsetewamugsitaĝ.	B:	Beige and charcoal.
7.		A:	What kind of small bird was it that just flew by?
		B:	It was a sparrow.
		A:	You think so? What color was it?
	toĝo al'tegêl.	B:	Light brown with beige spots.
8.		A:	What kind of bird was it that just flew by?
		B:	It was a woodpecker
		A:	You think so? What color was it?
	aĝ megwatpat.	B:	Black with a red head.
9.		A:	What kind of bird was it that just flew by?
		B:	It was a grosbeak.
		A:	You think so? What color was it?
		B:	Yellow and brown with black spots.
10.		A.	What kind of bird was it that just flew by?
		B:	It was a hummingbird.

16 E-1 (Cont'd)

		A:	You think so? What color was it?
		B:	Light red and black.

16 E-2

The following exercise involves the unspecified past (-têp) and makes use of the bird list following 16 C-2. Remember that this tense, unlike the immediate past, is UNSPECIFIED and situates an action or event at any time in the past.

1.	Wen nemìsêp?	A:	What (animate) did you see?
	Tel'tètêm gêloĝontiejtêp.	B:	I think it was a sea-gull.
	Talamugsis?	A:	What color was it?
	Wapègêp.	B:	It was white.
2.		A:	What (animate) did you see?
		B:	I think it was a crane.
		A:	What color was it?
	toĝo wisawèg ugsisĝon.	B:	White with a yellow bill.
3.		A:	What (animate) did you see?
		B:	I think it was a cormorant.
		A:	What color was it?
		B:	It was black.
4.		A:	What (animate) did you see?
		B:	I think it was a loon.
		A:	What color was it?
	al'tegêl	B:	Brown with white markings.

16 E-2 (Cont'd)

5.	____________	A:	What (animate) did you see?
	____________	B:	I think it was a partridge.
	____________	A:	What color was it?
	Mawamugsit	B:	A mixture of brown, black and gray.
6.	____________	A:	What (animate) did you see?
	____________	B:	I think it was a raven.
	____________	A:	What color was it?
	____________	B:	It was black.
7.	____________	A:	What (animate) did you see?
	____________	B:	I think it was an owl.
	____________	A:	What color was it?
	toĝo ijgà wapisisguamùgsip.	B:	It was white with some light brown.
8.	____________	A:	What (animate) did you see?
	____________	B:	I think it was a parrot.
	____________	A:	What color was it?
	____________	B:	It was dark green.
9.	____________	A:	What (animate) did you see?
	____________	B:	I think it was a duck.
	____________	A:	What color was it?
	____________	B:	Charcoal with a green head.
10.	____________	A:	What (animate) did you see?
	____________	B:	I think it was a goose?
	____________	A:	What color was it?
	____________	B:	A mixture of black and white with a brown head.
	________		

16 E-3

Do the following exercise on imperatives. Note that in each instance, the same verb occurs as follows: first, as an imperative (a command); second, as a negated future (mà); third again as an imperative; fourth, in the first person indicative:

1.	Jugùa!	A:	Come here!
	Moĝà, mà jugùew.	B:	No, I don't want to (come here). (future)
	Sêmtug nige jugùa!	A:	Come here right now!
	Na tòĝ, wejgùey.	B:	OK then, I'm coming.
2.	Jigêlàsi!	A:	Go away!
		B:	No, I don't want to (go away).
		A:	Go away right now!
	ejigêlàsi.	B:	OK then, I'm going.
3.	Luga!	A:	Work.
	,	B:	No, I don't want to (work).
		A:	Work right now!
	elugey.	B:	OK then, I'll work. (Lit: 'I work')
4.	Usga!	A:	Fish!
		B:	No, I don't want to (fish).
		A:	Fish right now!
	wesgey.	B:	OK then, I'll fish.
5.	Pàsi!	A:	Sit down!
		B:	No, I don't want to (sit down).
		A:	Sit down right now!
	epàsi	B:	OK then, I'll sit down.

16 E-3 (Cont'd)

6.	Gaĝamàsi!	A:	Stand up!
		B:	No, I don't want to (stand up).
		A:	Stand up right now!
	gaĝamàsi.	B:	OK then, I'll stand up.
7.	Nêmitu!	A:	Look at it! (Lit: 'See it')
		B:	No, I don't want to (look at it).
		A:	Look at it right now!
		B:	OK then, I'll look at it.
8.	Amalga!	A:	Dance!
		B:	No, I don't want to (dance).
		A:	Dance right now!
	amalgay.	B:	OK then, I'll dance.
9.	Pêmia!	A:	Run!
		B:	No, I don't want to (run).
		A:	Run right now!
	pemiey.	B:	OK then, I'll run.
10.	Unaĝaya!	A:	Jump!
		B:	No, I don't want to (jump).
		A:	Jump right now!
		B:	OK then, I'll jump.
11.	Ênpa!	A:	Sleep!
		B:	No, I don't want to (sleep).
		A:	Sleep right now!
		B:	OK then, I'll sleep.

16 E-3 (Cont'd)

12.	Têlua! ________	A:	Say it!
	________	B:	No, I don't want to (say it).
	________	A:	Say it right now!
	________ teluey.	B:	OK then, I'll say it.
13.	Êpĝoji! ________	A:	Begin! (or 'Start')
	________	B:	No, I don't want to (begin).
	________	A:	Begin right now!
	________ poĝji.	B:	OK then, I'll begin!

16 E-4

Do the following exercise on imperatives. Note that is deals with adjectival verbs (see Lesson 7, N.S. 4-). Since you should by now be able to predict the form of the imperative, this exercise will only give the verb in the first person indicative.

1.	Gêlùsi! ________	A:	Be good!
	Gìs gelùsi. ________	B:	I'm already good.
2.	________	A:	Be kind!
	________ welmêtu.	B:	I'm already kind.
3.	________	A:	Take care of yourself! (Lit: 'Be well')
	________ weleyy.	B:	I'm already well.
4.	________	A:	Be strong!
	________ melgìgênay.	B:	I'm already strong.
5.	Wantaĝeyèn! ________	A:	Be quiet!
	________	B:	I'm already quiet.
6.	________	A:	Stay healthy!
	________ tajigeyy.	B:	I'm already healthy.

16 E-5

Answer the following questions on this lesson in Micmac. (Hand in for correction.)

1. Sàĝ mênaĝ nemùlu. Tami wetneyàsin?
2. Tami wesgewàsin gīs newtipunĝeg?
3. Tamiaw etêlginâmasin?
4. Goĝey wesuàtũsêp?
5. Mè tal'gisòĝon gatu nàtèl?
6. Gīs tal'sàĝ wesgewàsin ùt tet?
7. Tami tet etêlginâmasīsêp?
8. Tel'tâsin etug nīn gis gênũtêmuites?
9. Puattes goĝey nespênmên?

16 E-6

Write, in Micmac, six questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

16 E-7

Write a conversation based as much as possible on this lesson's material. Experiment with different past tenses and don't forget to use the imperative (Hand in for correction.)

16 E-8

In this lesson and those to follow, we will learn about the major ceremonial events in the life of a Micmac. The following story deals with pregnancy and birth.*

---

* The source of information for this series on ceremonial events is: Bernard G. Hoffman, The Historical Ethnography of the Micmac of the Sixteenth and Seventeenth Centuries, 1955.

16 E-8 (Cont'd)

Sàĝawèl: Èpit telèg aĝ mijuàjìj ugsêtĝamuij

Tujìw na teliaĝap jìnêm mò samàlagupênn ugtèpitêmêl tàn tujìw têlèlij gatu pugwelgêp na jìnêm mò giasgiw getêlamsêtasigw na. Ềl'pa na èpit igtigêl êgtùgùgunaj mijuàjìjêl gèsmu igtigêl punitaligw, sêmtug na wesuàtoĝop tà goĝey jileyagutew. Negêmow na teluepênig èpit mà gissêmagwi tapùsêliji mijuàjìjg êngutiw.

Vocabulary:

sàĝawey (sàĝawèg) (sàĝawèl)	the history (old people) (old things)
telèg	pregnant
mijuàjìj (g)	an infant
samàlêg/samàtu	I touch him/it
getêlamsêtasi	I believe
êgtùgùgunaj (getù - geggung)	if she wants to have him (I want to - I have him)
nunay	I suckle, nurse
jileyy	I am hurt
êngutiw	together

Tujìw na naĝamasgùgunàtipêni mijuàjìjg. Ènmêlugetew na wen gêlapis ugtejgewey. Tàsijig na jel gès al'pugsugègej aĝ ula mijuàjìjêl wejgùelij, pasêg na gêmetug lietew ula èpit. Tàn tujìw gisiwsêtĝamuinij un'jann ap siaw pugsugègetew. Enmênasit na pugsugêl wiguaĝ aĝ màw un'jann.

Vocabulary:

naĝa-	easily
ênmi	toward the end
ugtejgewey	the last one, the end

16 E-8 (Cont'd)

na jel gès	meanwhile
pugsug (l)	firewood
wejgūey	I am coming
nên'jan (g)	my child
ap siaw	continue
enmênasi	I carry it home

Tān ĝasèg gisiwsêtĝamuij mijuājīj na amgwesewey sêmtug gesispālut sipuigtug je têliā gesig. Na tujīw esêmātip muīnūmi gisna waspuey mimey. Ginaĝ^{a}ng na ewātipêni, goĝonisgwātasijig gopitewegênigtug. Wellugatêmītipênn na ulaal, gawiey milugaĝan, essêmītipênn aĝ wayopsgul nasīsêmītipênn.

Vocabulary:

gesispālêg/gesispātu	I wash him/it
sipu, sipūjīj	a river, a stream
gesig (l)	winter
esêmg	I feed him
muīn (g)	a bear
-ūmi (l)	grease
waspu (g)	a seal
mimey (l)	oil
gīnaĝan (g)	a cradleboard
goĝonisgwālêg/ goĝonisgwātu	I cover him/it
-ewegen (l)	a hide, pelt
gawi (g)	a porcupine, quill
milugaĝan	fancy work, e.g.: beadwork
essêm	I dye/colour it
wayòpsgw (l)	a bead
nasīsêm	I sew it on

16 E-8 (Cont'd)

Teliaĝĝamgug Mīgêmewaĝ na tujīw suel êstêgè nigè, mè gesitèlmātipêni êlpātujg jemu ēpitèjījg. Tān tujīw êlpātūjuij na sêmtug wigupāluaĝan wenaĝayaĝap, gatu ēpitèjījuij na awna mesgōltipênig. Gatu gey'tasêgêp māmunigsalātipêni êmsêt mijuājījg tān tujīw nugū gisigūgunātij. Ingênmuātipêni ênmitalin gêlapis nugū geget je têliā newipunānij. Êl̓pa mō giasgiw gis wel̓têluemêg tān tew'ji māmummegitèlmātipêni un'janua.

Vocabulary:

teliaĝĝamgug	it looks like, appears to be
gesitèlêmg/gesitètêm	I think highly of him/it as a person/thing
êl̓pātuj (g)	a boy
jemu	more than
ēpitèjīj (g)	a young girl
wenaĝayey/wenaĝayaĝ	I/it commence
awna	instead
mesgeyy	I am sorry
geget	almost
megitèlêmg/megitètêm	I think highly of him/it as a professional/product

Answer the following questions on the story.
(Hand in for correction.)

1. Goĝey jīnêmug mō giasgiw getêlamsêtasultītigus?
2. Goĝey wesuātoĝos ēpit? Goĝey ugjit?
3. Tal naĝamasgūgunātisêni mijuājījg?
4. Talālut amgwesewey gisiwsêtĝamuij?
5. Goĝey na gīnaĝên?
6. Wenig Mīgêmewaĝ mè gesalātisêni?
7. Goĝey gey'tasêg?

Note to the Student

1- In the C's and M's of this lesson, you were introduced to the past tense of the indicative mode. Micmac, unlike English or French has two types of pasts and futures: one immediate and one unspecified. The meaning of the immediate past is usually stated by means of "just" in English. Carefully study the following examples:

1. Newtèjit jĩnêm nepgêp A man died.
(nepg + êp: 'he dies + past;
newtèjit: 'one', indefinite)

This is a statement about an event that occured in the past but at no specified time. That is, it is impossible to infer from the statement that the man's death was recent or a long time ago. Compare sentence 1. to sentence 2.:

2. Newtèjitaĝ jĩnêmaĝ nepgaĝ.
A man just died.
(-aĝ: immediate past)

This statement indicates that the event in question occured in the very recent past. What is very unusual and peculiar to Micmac is that the NOUN, in this case jĩnêm, also takes the immediate past tense marker (-aĝ). This occurence is the result of an unusual type of agreement (see lessons 8,9) — or, better yet, of agreement gone wild!

Both past tenses, the unspecified past and the immediate past, behave differently in terms of agreement. With the unspecified past tense, agreement does not operate. Note in the following sentence that -êp only occurs on the verb:

3. Wapèg jĩnêm nepgêp. A white man died.

With the immediate past, however, agreement seems to go wild and we find every major category marked with -aĝ. Note this in the following two sentences:

Note to the Student (Cont'd)

4. Wapègaĝ jìnêmaĝ nepgaĝ	A white man just died.
5. Newtèjitaĝ, mesgilgaĝ wigewitaĝ aĝ gisiguitaĝ tiàmaĝ nepgaĝ.	One, big, fat and old moose just died.

The following sentence is also unusual in that a noun alone with an immediate past tense marker occurs as on interrogative sentence:

6. Jìnêmaĝ?	Where's the man?

Such a question would be asked, for example, if you were looking for someone whom you had just missed by a few minutes. You could also say:

7. Talàsitaĝ?	Where did he just go? (from tal + alàsi) (Lit: Where did he just move around to?)
8. Tami elietaĝ jìnêmaĝ?	Where did the man just go

Questions stated in the immediate past also show -aĝ on major categories. The word gis, 'just', can also be add for emphasis:

9a. Wenaĝ na (gis) nisietaĝ?	Who (What animate) was it that just fell?
9b. Jìnêmaĝ. *	It was a man.
9c. Sisipjìjaĝ.	It was a bird.

* The unspecified past tense morpheme will also appear on a noun in this context: Wen nisiess? 'Who fell(past)?' Jìnêmtêp. 'It was a man(unspecified past)'.

Note to the Student (Cont'd)

Sentence 9a. refers specifically to an animate object. If the speaker has no idea as to what it is he just saw, he can say:

10a. Gogey ta neteg?	What was that?
10b. Ênmũjaĝ.	It was a dog. (animate) (ênmũj: 'dog')
10c. Gun'teweg.	It was a rock. (inarimate) (gun'tew: 'rock')

Although all of the examples so far examined deal with animate things (except 10c.), you should be aware that the immediate past also occurs with inanimate objects. Carefully study the following sentences:

11a. Goĝeyeg na pemnisiàĝ?	What was it that just fell? (pem-: preverb meaning 'moving by')

Note that in this sentence gis is obligatory. Compare this to sentence 9a., dealing with animate objects, where gis was optional. The answer to question 11a. could be:

11b. Gun'teweg.	It was a rock.

However, if sentence 11b. is said with a rising intonation as in a question, then it means the following:

11c. Gun'teweg?	Where's the rock? (The implication is that it was here just a minute ago.)

Compare the sentences of 11 which are stated in the immediate past to the following sentences which are stated in the unspecified past:

Note to the Student (Cont'd)

12a.	Goĝèsêp nisiaĝas?	What was it that fell?
12b.	Gun'tewtêp.	It was a rock.

Note, however, that with the unspecified past you CANNOT use 12b. as a question. That is, unlike 11c., you canno state: Gun'tewtêp?

Although we will not be making an extensive examination of the immediate and unspecified past tenses in the plur you should be aware that these two past tenses are not only possible in the singular but also in the plural.

13a.	Jīnêmug nepêmùtipênig.	Men died. (compare to sentence 1.)(unspecified
13b.	Jīnêmugīg nepêmutitgīg.	Men just died. (compare to sentence 2.) (immediate past)

It is also possible to ask questions in the plural immed past when refering to inanimate objects. The answers to such questions, however, will only be in the unspecified past plural: (compare to sentences 11 and 12)

14a.	Goĝèsêpênn gis nisiaĝal?	What were those things th just fell? (immediate pas
14b.	Gun'tewtêpênn.	They were rocks. (unspecified past)
14c.	Goĝèsêpênn nisiaĝapênn?	What were those things th fell? (unspecified past)
14d.	Gun'tewtêpênn.	They were rocks. (unspecified past)

There is no doubt that the forms of the past that we hav seen are not easy to learn. Furthermore, they can be combined with all of the different persons that exist ir

Note to the Student (Cont'd)

Micmac thereby making things even more complex. We will attempt to throw some light on the system that is involved by working with a transitive verb that we know, nemìg/nemitu, 'I see him/it'. In addition, we will allow only two variables in tense, number, and animacy to enter into the situation. The two tenses will be the immediate and unspecified past; the two numbers will be singular and plural; the two genders will be the animate and inanimate. Carefully compare the following forms:

15a.	nemìg	I see you
15b.	nemìgêp	I saw him
15c.	atel gis nêmìg (nêmìg: 'if I see him/them)	I just saw him (note occurence of -ê-)
16a.	nemìgig	I see them
16b.	nemìgêpênig	I saw them
16c.	atel gis nêmìgig	I just saw them (again, note -ê-)
17a.	nemitu	I see it
17b.	nemituap	I saw it
17c.	atel gis nêmitu (nêmituan: 'if I see it(sing/plur))	I just saw it. (note -ê-)
18a.	nemituann	I see them (inanimate) (note -nn from -nl)
18b.	nemituapênn	I saw them (inanimate).
18c.	atel gis nêmituann	I just saw them (inanimate).

Note to the Student (Cont'd)

With a transitive verb such as nemīg, many variations are possible even when a two variable restriction is applied (see sentences 15, 16, 17, 18). The situation is greatly simplified when the verb is intransitive such as, for example, nepg, 'he dies' (see sentence 1). Note in such a verb how the immediate past is signalled by -aĝ rather than by gis as in 15c, 16c, 17c, 18c:

19a. Nepg. He dies.

19b. Newtèjit jīnêm peminpêg. A man is dying. (pemi + nepg)

19c. Newtèjit jīnêm nepgêp. A man died. (see sentence

19d. Newtèjitaĝ jīnêmaĝ nepgaĝ. A man just dies. (see sentence 2)

19e. Nepgêpênaĝ. He died.

19f. Jīnemaĝ nepgêpênaĝ. The man died.

There is a fine difference between nepgêp, 'he died', an nepgepênaĝ, 'he died'. It seems that nepgêp could be mo accurately translated as: 'And then he died'. For examp imagine someone named "Tom" suffered a heart attack and went to the hospital. At some later date, you ask about him:

20a. Mè talèg Tuma? How's Tom?

20b. Uggwamlamun naĝàsêgêp. aĝ nepgêp. His heart stopped and he died.

Or, the answer could simply be:

20c. Tumaòĝ nepgêpênaĝ. Tom died.

In sentence 20b, nepgêp is a statement indicating conseq in 20c, nepgêpênaĝ is a simple statement of fact.

Note to the Student (Cont'd)

2- In the exercises of this lesson (16 E-3, 16 E-4), you practised the imperative mode sometimes also called the "command" mode. The imperative is signalled in the verb usually in two ways: 1) by changes to the beginning of the verb stems; 2) by the ending -a.

Carefully study the following examples which are representative of the more common verb classes: ("!" indicates a command.)

1.	Wesgen.	You fish.
	Usga!	Fish!
2.	Wenaĝayen.	You jump.
	Unaĝaya!	Jump!
3.	Welmêtu.	You're kind.
	Ulmêtu!	Be kind!
4.	Wejgûen.	You're coming.
	Jugûa!	Come here!

Note that in all of the above verbs the stem begins with a w- and this becomes u- in the imperative. An exception to this is 4.

5.	Nemitùn.	You see it.
	Nêmitu!	See it!
6.	Nemìg.	I see him.
	Nemìt.	You see him.
	Nêmi!	See him!
	(Nêmìg)	(If I see him)

Note to the Student (Cont'd)

7.	Nepan.	You sleep.
	Ênpa!	Sleep!
8.	Teluen.	You say it.
	Têlua!	Say it!

In the previous four examples, the first -e- of the stem becomes -ê- (schwa) in the imperative in addition to the occurence of final schwa.

9.	Wantaĝeyn.	You're quiet.
	Wantaĝeyèn!	Be quiet!
10.	Weleyn.	You're well, fine.
	Uleyèn!	Be well! (Take care of yours
11.	Wegayy	I'm angry.
	Wegayn.	You're angry.
	Ugwayèn!	Be angry!
12.	Nestueyy	I'm wise.
	Nestueyn.	You're wise.
	Ênsetueyèn!	Be wise!
13.	Alãm	I swim.
	Alãmên.	You swim.
	Alãèn!	Swim!

In the preceding five examples, the imperative is formed by adding -èn to the verbs stem along with some necessary stem changes. This happens when the last syllable of the stem contains a long vowel. When the stem actually ends in ã, however, then the verb behaves as if it ended in a short vowel (see lesson 14, N.S., 3-):

Note to the Student (Cont'd)

14.	Nùgàn.	You're burning.
	Nùgà!	Burn!
15.	Elugen.	You're working.
	Luga!	Work!
16.	Getgunin.	You're staying overnight.
	Êgtuguni!	Stay overnight!
17.	Epàsin.	You sit down.
	Pasi!	Sit down!
18.	Amalgan.	You dance.
	Amalga!	Dance!

Some verbs, however, change stems completely in the imperative: "Eat" is such a verb:

Etêlatal.	I'm eating.
Etelatann.	You're eating.
Mijji!	Eat!

3- We saw in using the imperative that the beginning of the verb stem changes in special ways. Sometimes this involves an e becoming ê, sometimes a w becoming u and the following vowel dropping, and sometimes the sounds of a syllable reversing (metathesis) as in Nepan becoming Ênpa!. Such stem changes are not characteristic of the imperative alone but also of the future. Since this will be covered in coming lessons, we will only give you a sampling of verbs to show you what we mean:

1.	Wejgùen.	You're coming
	Jugùetes.	You will be coming

Note to the Student (Cont'd)

2.	Wesgen.	You fish.
	Usgetes.	You will fish.
3.	Nemitùn.	You see it.
	Nêmites.	You will see it.
4.	Nemìd.	You see him.
	Nêmiates.	You will see him.
5.	Nepan.	You sleep.
	Ênpates.	You will sleep.
6.	Getgunin.	You are staying overnight.
	Êgtugunites.	You will be staying overnight.

Note how the verb stem for the future is similar to that for the imperative. In fact, removing the future -tes would nearly give you the imperative. If you know how to make the imperative, you will not find it difficult to make the future tense. Keep this in mind for coming lessons.

Lesson 16 (Cont'd)

Wapus Geluluet (Rabbit the Matchmaker)

Wapus na maw nīlajèg. Ijgàjījg netàginuet gatu welmêtoĝ. Na newtèjgeg nàgwèg nemiapênn witapal Giũnigal aliewlapewinitêl, na sêmtug getugjītoĝop tà goĝey ugjit aĝ gisiapoĝonmuan. Na teliaĝap ula Giũnig getũmalièwip gàtu mò menuegemêg. Pewalapênn malièwinew Nisùaal, Pipsaĝ ugtusêl. Nisùa wel'tètgêp gatu ujjêl moĝwà.

"Goĝey ugjit?" Wapus pipanimapênn witapal. "Gīl mu maw weliaĝĝamgusīwn jīnêm ugsêtĝamũg, (giũnigaĝ na mò telweliaĝĝamgusultīgw êstêgè wapusg) gisna tàn mawigjīteget (wapusg na negêmow mawigjītegewinũg), gatu gejũl taĝawajeyn aĝ welmêtũn aĝ nīn teluey gisigênmuaĝĝ gelugg mimajuaĝan tàm pasêg èpit. Gīs wejòtêmên patjaĝamuan Pipsaĝ?" Ula na ênnueyey tàn tel̓pipanimaj Giũnigal gīs ugjòtêmênin welumgewey.

"Mò elugenugup," Giũnig teluet. "Gīs tel̓ginitèlsit tàn getù têlimg mò welgwijàlugug."

"Gīs igênmaj nat goĝey", Wapus pipanimatêl.

"Ap mò elugenugup. Mu wius gisna tàn igênmuemgêl menuegegul -- pasêg weliwnaĝàtasimgewey aĝ gelugg tàn wetapegsimgewey aĝ nīn tòĝ mò geggunmuann. Nīn na pasêg tòĝ tèsigisgêgewey giũnig, mò gelũsiw ugjit ugtusêl." Giũnig teluet je ewlêtoĝsit.

Vocabulary:

geluluey	I speak on behalf of somebody else (e g. a matchmaker)
nīlajeyy	I am sociable
ijgàjījg	a little bit
netà-	to be capable of
ginuey	I boast, brag

Wapus Geluluet (Cont'd)

welmêtu	I am kind
Giũnig (g)	an otter
ewlapewi	I have a sad face
apoĝonmuey	I help, aid
na teliaĝap	it was so
malièwi	I am warried
menuegey	I need, appreciate him
pewatêm	I want it
Nisùa	a name
Pipsaĝ	a name
êntus (g)	my daughter
nujj (g)	my father
weliaĝĝamgusi	I am good looking, handsome
ugsêtĝamu (l)	the world
mawigjìtegey (màw + geytegey)	I am the smartest, the most learned
gejìg/gey'tu	I know him/it
taĝwajeyy	I am honest
igênmuey	I give
tàm pasêg	any
wejòtêm	I try it
patjaĝamaĝ	I flatter him (Lit: to spread thick)
tel-	how
welumgewey (l)	flattery
elugey	I work
ginitèlsi	I hold myself in esteem
welgwijàluey	I encourage
tàn igênêmuemg (l)	a gift (Lit: that which is given)
weliwnaĝàtasi	I have a good upbringing

Wapus Geluluet (Cont'd)

tā̀n wetapegsi	my ancestors
tḕsigisgêgewey	everyday, common
ewlêtoĝsi	I whimper, whine

"À Giū̀nig," wejjelamit wapus, "Pugwelg na êstêgḕ Pipsaĝ, wajū̀ā̀tijig ginitḕlsuaĝan (Ginitḕlsuaĝan na newtḕ tā̀ goĝey wapusg êl'pa mṑ nenmītigw). Gḕ aĝĝattḕn nitap, nīn na telnenuimg êstêgḕ tā̀n mawintawḕg aĝ tā̀n mawimtā̀munsaywet Wapêniaĝewā̀j tā̀n Gêlusgap gisiapêni, pualigg nīn gêlulan Pipsaĝ ugjit gīl?"
"Goĝey ugjit?" pipanigesit Giū̀nig.
"Gis têlimiegg tā̀n tel'gêlū̀sin aĝ je mḕ gelū̀gtês ugjit negêm gū̀gunaj welmêtunitêl ugtêlū̀sugul tā̀n mṑ wṑgêma pugenagwi jemu tā̀n newtḕilitêl tā̀n pugenaji wṑgêma!"
"Têlimates mawigsalg Nisū̀a aĝ ugjṑttes uleywan", Giū̀nig telimatêl.
"Têlimā̀s", Wapus teluet aĝ sêmtug majā̀sit. Wapus wḕjiapênn Pipsaĝal aĝ maw pugenniji ujigsug etêlnisipĝamultijig gigjīw wiguowaĝ tepaw ĝospemg. Ula na mawigsatêmītij Giū̀nigaĝ.
"Gḕ ula tet jugū̀a, Pipsaĝ". Wapus wejisesgwalatêl tā̀n negêm gaĝamij etêlniwḕg, "Getū̀ gêlulul ijgā̀ ugjit Nisū̀a."
Pipsaĝĝ sêmtug elietêl Wapusal.
"Goĝey ugjit Nisū̀a?"
"Muna gīs teltenug maliḕwin na êgtus?" Wapus pipanimatêl, "pewalatêl na welmêtunitêl aĝ netā̀lugelitêl jīnêmul? Mu gejū̀lu gīs angitḕtêmên, gelū̀sultijig jīnêmug mṑ nigwḕgw mitīsigtug. Aĝ migwitḕtḕn, tā̀n ĝasḕg Nisū̀a maliḕwij mā̀ tḕsīgw esêmjig."
"Teliaĝ", Pipsaĝ teluet, "pasêg na wen amujpa na gwiluatêl jīnêmul tā̀n maw gêlū̀silitêl ugjit ugtusêl. Talamugsigg

Wapus Geluluet (Cont'd)

tatàtewi igênmuetuan êntus tàm pasêg wen amgwesewey nèyàsij? Gè têlimi Wapus, talagutêmên gĩl?"
"À!" Wapus teluet, pàĝalayg.
"Tàn wettaĝayen saĝamawultisênig? Weliwnaĝàtasultisênig?"
Na tujĩw je Wapus ginpuguàsit.
"Pipsaĝ" Wapus je ginjesit, "nĩn tàn wetagutêm na màw mujgajewey. Gĩs sàĝ ninên eymũtieg aĝ gaĝtepiet espisaĝamaw aĝ megitètasultijig jĩnêmug aĝ èpijig wejategemgeg gĩs sàĝ gesgêmênàĝ nàguset eymugegw."

Vocabulary:

À!	Ah!
wejjelami	I sigh
nenêm	I know it
netaweyy	I am clever
munsayaĝ	I persuade him
pewalg/pewatêm	I want him/it
pipanigesi	I ask
geggung/geggunêm	I have him/it
êntêlũsug (g)	my son-in-law
nõgêmaw (g)	my relative
pugenêm	I have a lot
mawi-	very much
gesalg/gesatêm	I love him/it
wèjĩg/wèjitu	I find him/it
nujigsug	my family
nisipĝami	I slide down
tepaw	close by
weji-	from
sesgwey	I shout
gaĝami	I am standing

Wapus Geluluet (Cont'd)

niweyy	I am dry
telteg	it is so
angitàsi	I think
nigwey	I grow
mitīs (g)	a tree
migwitèlêmg/migwitètêm	I remember him/it
tèsêg (l)	so many in number
esêmêg	I feed him
gwilaĝ/gwilêm	I look for him/it
tatàt (g)	Dad, father
neyàsi	I show up, appear
wetagutêm	I am related to
paĝalayy	I am surprised
wettaĝayey	I am a descendant of
wenaĝàtasi	I am brought up
gin-	proudly
al'pugui	I am standing around
ginjesi	I am boastful
mujgajewey	the best
gaĝtepiey	I have plenty
espi-	great
megitèlêmg/megitètêm	I think highly of him/it
wejàtegemg	from now on
gesgêmênàĝ	as long as
nàgùset (g)	the sun

"Mmm," Pipsaĝ matgwetutg aĝ ap pipanimatêl Wapusal. "Gisi musgàtuites teliaĝ tàn teluen?"
"Talmà. Mu nemīiwn yapjiw wapegênàm tàn tujīw gesig? Na telĝemùtijig na weliwnaĝàtasultijig."

Wapus Geluluet (Cont'd)

"Êgjitêm teliaĝ? Mu gey'tuas na. Gatu na êgsi megwayg teminèg? Wejiaĝ na mimajuinũg tesigisgêgewèg?"

"Moĝwa, awna na êptigisey wejiaĝ, tànig weliwnaĝãtasultijig. Nĩn tãn wettaĝayey na yapjìw wàĝann èwêmegêl mijjultieg, saĝamaĝ na telatalultijig na. Newtèjgeg nãgwẽg gès etêlatal êntuaĝan pesoĝtesgêp aĝ na tujĩw ênsi petsêmap."

"Gatu tal'gis êgtun aĝ gitũl yapjìw etêliaĝal je têliã gĩl mõ matpiwn? Weliwnaĝãtasimgewey elg na?"

"Talmã. Gey'tũn nĩn na yapjìw miliangitàsi aĝ niganitètêmann mesgĩgêl getũtêliaĝal. Nĩn na yapjìw newtẽwõgey gèsmu gêlulan nã tuen mè ejinpit aĝ nĩn. Na telõltieg na ninen giasgiw espõltieg."

"Nemitu. Ap mijit newtẽ pipanimul. Goĝey ugjit gĩl yapjìw aliwnaĝjãn? Goĝey ugjit mõ alàsiwn êstêgè igtigig mimajuinũg?"

"Tãn na tèsijig pitũnêmijgamijg nègaw gegunmĩtip negêmowey tãn teliwnaĝjãmg" Wapus telimatêl je espĩsit.

"Ninên na sangewõltieg mimajuinũg aĝ mõ altugũltiweg êstêgè mimajuinũg tèsigisgêgewèg."

"Mõ gejũluas têliuliwnaĝãtasin Wapus," Pipsaĝ telimatêl, "na tõĝ têliaj. Gĩl ugsuãl êntus Nisũa."

Vocabulary:

matgwetutêm	I nod
musgãtu	I show it
talmã	certainly
wapegênãm	I am wearing white clothes
telgêm	I am dressed in a certain way
êgjitêm	truly, for real
ênsi (1)	my lip

Wapus Geluluet (Cont'd)

megwayg	the middle
teminèg	it is torn
wejiey	I come from
êptigisey (1)	the other thing
tànig	those
wàĝan (1)	a bread knife
mijji	I eat
giasgiw	the real thing, genuine
etêlatal	I am eating
pesoĝtesg	it slips
petsusi	I cut myself
êntun (1)	my mouth
nitu (1)	my beard, whiskers
etêliey	I am moving (in the story, it suggests twitching)
têlià	even though
matpi (majàsi + epi)	I am sitting down and squirming
elg	also
mili-	varied
angitàsi	I think
niganitètêm (niganàsi + angitètêm)	I think of it ahead of time
getùtêliaĝ (1)	future event
newtewògey	I talk to myself
gèsmu	before
nà tuen	somebody
ejinpi	I am in a low position (Lit: I sit low)
teleyy	I am in that state (mental or physical). Also indicates pregnancy.
espeyy	I have an exalted or high position
mijit	only

Wapùs Geluluet (Cont'd)

wenaĝjày	I hop, jump around
alàsi	I am walking, moving around
pitunêmijgamij (g)	great-grandfather
nègaw	all the time
geggunêm	I have it
espīsi	I talk with twenty dollars words *
sangeweyy	I am slow and gentle
altugwīm	I run
na tòĝ têliaj	let it happen then
wesuàtu	I take it

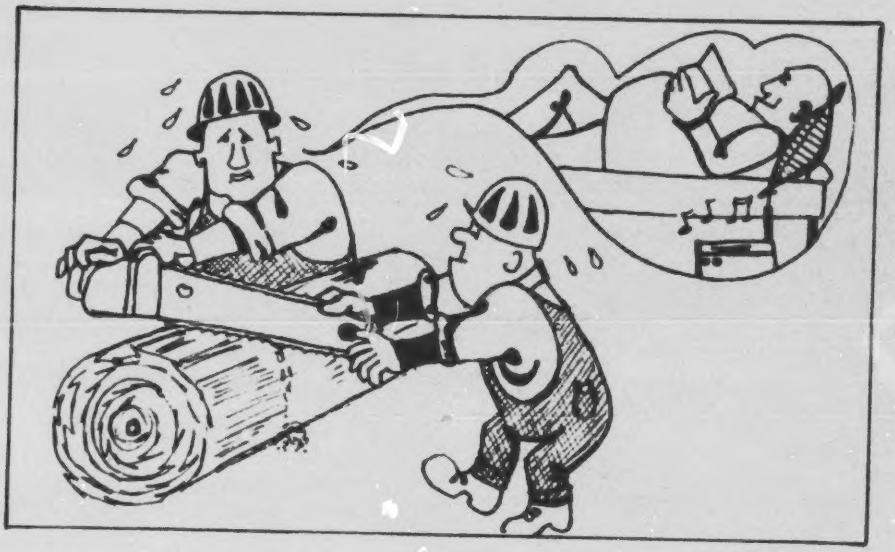
Answer the following questions. (Hand in for correction.)

1. Wen na Wapus?
2. Goĝey Giŭnig ugjit aliewlapewis?
3. Wenig na mawigjìtegewinŭg?
4. Goĝey na patjaĝamuaĝan?
5. Goĝey na ginitèlsuaĝan?
6. Talimatêl Wapus Pipsaĝal ugjit Giŭnigal?
7. Taluess Pipsaĝ?
8. Tami Wapus wetagutg?
9. Goĝey ugjit Wapus wapegênàĝ gesig?
10. Gatu ugsi?
11. Goĝey na yapjìw Wapus telugej?
12. Goĝey Wapus pitŭumijgamijg geggunmītis?

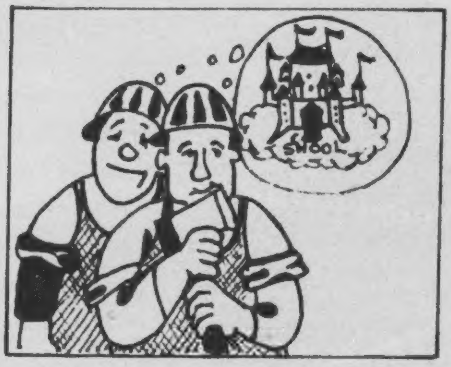
---

* This might be subject to inflation!

LESSON 17



C-: c̲onverse, c̲ommunicate



17 C-1

A: Tànêl and B: Tèpi are lumberjacks enjoying a tea break during a hard-working day in the woods.

A:	Wesuàtùn sisêmòĝon êgpêteweyêmg?	A:	Do you take sugar in your tea?
B:	Ya! Tapusijig apgwanjĩjg.	B:	Yep, two teaspoons. (for ya! and no!, see N.S.)

17 C-1 (Cont'd)

A:	Tȃnug metog̑ien utang?	A:	When are you going to town?
B:	Êmtog̑iȃs tȃn tujȋw tepiag̑ tèsutògg têmog̑tàwg.	B:	I'll go when we have enough logs.
A:	Tallugetes utang?	A:	What are you going to be doing in town?
B:	Ò, natangȗsites aligew ag̑ etug jel piley nȃgȗsetewèjìj. Gatu gȋl elg natanguates?	B:	Oh, I'm going to buy clothes and perhaps a new wristwatch. Will you be going shopping too?
A:	No! Nȋn angitètêm masg̑wȃtun ênsulieweym pangigtug.	A:	Nope, I'm thinking of putting my money away in the bank.
B:	Talètew apsgwȃsin nipugtug?	B:	When will you be returning to the woods?
A:	Apsgwȃsiȃs ag̑antièumg Mewliȃgweg. Gatu gȋl?	A:	I'll come back on Sunday afternoon. How about you?
B:	Mȃ nugȗ gêmȗjègew. Tepiag̑ ugjit nȋn. Siwiey. Etêlitètêm siawginȃmasin.	B:	I'm not going to cut wood anymore. I have enough. I'm tired of it. I'm thinking of continuing my schooling.
A:	Tȃn gȋl teligsatêmên.	A:	As you wish. (Lit: However you like it.)

M-: mimmic, memorize, manipulate

17 M-1

A:	Tȃnug metog̑ien utang?	A:	When will you be going to town?
	Tȃnug metog̑itȃyog̑ utang?		When will you (plur) be going to town?
	Tȃnug metog̑iet utang?		When will he be going to town?
	Tȃnug metog̑itȃjig utang?		When will they (plur) be going to town?

17 M-2

B:	Êmtoĝiàs tàn tujìw tepiaĝ tèsutòĝĝ têmoĝtàwg.	B:	I'll go when we have enough logs.
	Êmtoĝitàtesênên tàn tujìw tepiaĝ tèsutègêtj temoĝtàwg.		We'll go when we have enough logs.
	Êmtoĝietew tàn tujìw tepiaĝ tèsutèg pugsugêl.		He'll go when he has enough firewood.
	Êmtoĝitàtaĝ tàn tujìw tepiaĝ tèsutêmìtij pugsugêl.		They'll go when they have enough firewood.

17 M-3

A:	Tallugetes utang?	A:	What will you be doing in town?
	Tallugutitoĝsêp utang?		What will you (plur) be doing in town?
	Tallugetew utang?		What will he be doing in town?
	Tallugutitaĝ utang?		What will they (plur) be doing in town?

17 M-4

B:	Natangùsites aligew aĝ etug jel piley nàgùsetewèjìj.	B:	I'm going to buy clothes and perhaps a new wrist-watch.
	Natangùsultitesênên aligew aĝ etug jel pilèl têmàitaĝann.		We're going to buy clothes and perhaps new saws.
	Natangùsitew aligew aĝ etug jel piley têmìgên.		He's going to buy clothes and perhaps a new ox.
	Natangùsultitaĝ aligew aĝ etug jel tàsêg jàwey.		They (plur) are going to buy some clothes and perhaps some chewing tobacco.

C-: converse, communicate

17 C-2

A: Atuen and B: Sũsên are talking about going ice-fishing soon. Atuen is Sũsên's younger brother. He has never ice-fished before.

A:	Na tòĝ. Mè têlimi pugwelg ugjit wesgemg êmgumigtug.	A:	Okay then, tell me more about fishing through the ice.
B:	Giasgiwowey na teluĩtêmêg egwitamemg. Mò na êmgigênatgw menuegewn.	B:	The real name for it is ice-fishing. One doesn't need a fishing pole.
A:	Gatu goĝey mênuegàs?	A:	What will I need then?
B:	Pualates tàsit àpapĩj, êmgigênn aĝ usgun ugjit waĝatigên.	B:	You'll need some line, hooks and liver for bait.
A:	Usgun?	A:	Liver?
B:	Ya! Tami ugjàlates wetĩg nigè telèg?	B:	Yep, where are you going to get worms at this time of year?
A:	Ap goĝey mênuegetesênu?	A:	What else will we need?
B:	Têmìgên ugjit tewjetèmêg êmgumi. Pugwelg elg nigè mimajuinu el'toĝ wen'jĩguomjĩj.	B:	An axe for chopping a hole through the ice. Also a lot of people today use a fishing hut.
A:	Gatu ginu?	A:	What about us?
B:	No! Mò tepitgènug aĝ eta ginu na têliwsgetesênu êstêgè sàĝewègĩg ênnũgig.	B:	Nope, it isn't cold enough and anyway we're going to fish like the old Indians used to.

17 C-3

Mal'gêlit (A) and her young daughter Tòla (B) are in the kitchen. Young Tòla is about to learn how to make Indian bread.

A:	À na nigè gisgug geginàmasin tàn telitêmg lusgênigên.	A:	Now then, today you're learning how to make Indian bread.

17 C-3 (Cont'd)

B:	Mò tal'tètêmu. Teligsatêm maĝutêm èpana.	B:	I don't mind. I like to eat it a lot anyway.
A:	Têmg amgwesewey gitèn ula tàn telitêmg.	A:	First of all, read the recipe.
B:	Newtèjit je sìst galtie gaps samuĝan.	B:	1 3/4 cups of water.
	Tàpu sìst temàlut gaps wapèjgêl.		2/3 cups of white flour.
	Sìst galtie apgwanjìj salawey.		3/4 teaspoon of salt.
	Tàsêg mêlagêjùmi.		Some butter.
A:	Na nigè ugjaĝamàtu samuĝan aĝ mawàtu salawey aĝ wapèjgêl. Wiaĝapòĝèn gêlapis ulmêl'gèg.	A:	Now boil the water and mix-in the salt and the flour. Stir until the mixture becomes thick.
B:	Gisgateg nigè sisêlàgwàtun?	B:	Is it ready to fry?
A:	Moĝwà, mè mênaĝ. Igênmatèn apitàĝtên gisiwiaĝapòĝêmên tàn tujìw gisimawàtùn êpgumann.	A:	No, not yet. Let the mixture rise after you've mixed in the blueberries.
B:	Na nigè gisiapitàĝ, gisgajègtêtew sisêlàgwàtun?	B:	After it rises, will it be ready for frying?
A:	Èe, sêmuetu epteg aĝ màw nujgêmàtasêg mêlagêjùmi aĝ màw amuapu gisna sênaweyey sisêmòĝonapu.	A:	Yes, serve it hot with melted butter and honey or maple syrup.

Water Dwellers

You will be using the following list in the exercises that follow. Do NOT memorize the terms but rather learn them in the context of the exercises.

pêlamu	salmon
peju	cod
jìgàw	brass
atoĝwàsu	trout

17 -Water Dwellers (Cont'd)

punamuj	Tom cod
gaĝpesaw	smelt
gàt	eel
agùgumegw	herring (Rand's dictionary)
anagwèj	flounder, flat fish
mujpej	porpoise
walpêlmoĝ	dolphin
sètàsu	squid (Rand's dictionary)
gagwet	starfish (Rand's dictionary)
gomgwetamu	sturgeon (Rand's dictionary)
sasap	jellyfish
sìgulate	dogfish
jagej	lobster
têm'têmu	oyster
nêm'têmjagej *	crab
putêp	whale
waspu	seal
gomgwej	suckerfish
sòĝomùj	minnow
ès	clam
mênapsgwes	chub (Rand's dictionary)
pijgajij	pike (Rand's dictionary)
sasĝalès	scallop (Rand's dictionary)
êmsamu	shad (Rand's dictionary)
wipitêmegw	shark
êtĝogwej	catsifh (Rand's dictionary)
an'taliej	perch
êmsanegw	halibut

---

* The word nêm'têmjagej could also be written nêm'têm'jagej. (See rule 1(c) The Micmac Orthography).

17 E-1

The following exercise will practise the future tense. Note that when a destination is implied, naji- is used. The Micmac names of the water dwellers found in this exercise are given in the list following 17 C-3.

1.	Tailugetes sapònug?	A:	What will you be doing tomorrow?
	Najiwsgàs.	B:	I'll be going fishing.
	Gogey usgates?	A:	What will you be fishing for?
	Pêlamuègàs.	B:	I'll be fishing for salmon.
2.	igtigisapònug?	A:	What will you be doing the day after tomorrow?
		B:	I'll be going fishing.
		A:	What will you be fishing for?
		B:	I'll be fishing for cod.
3.		A:	What will you be doing tomorrow?
		B:	I'll be going fishing.
		A:	What will you be fishing for?
		B:	I'll be fishing for bass.
4.		A:	What will you be doing the day after tomorrow?
		B:	I'll be going fishing.
		A:	What will you be fishing for?
		B:	I'll be fishing for trout.

17 E-1 (Cont'd)

5.	Tallugutitoĝsêp	A:	What will you (plur) be doing tomorrow?
	Najiwsgetitesnen	B:	We'll be going fishing.
	usgattoĝsêp?	A:	What will you (plur) be fishing for?
	Atoĝwàsuègàtitesnen.	B:	We'll be fishing for trout.
6.		A:	What will you (plur) be doing the day after tomorrow?
		B:	We'll be going fishing.
		A:	What will you (plur) be fishing for?
		B:	We'll be fishing for eel.
7.		A:	What will you (plur) be doing tomorrow?
		B:	We'll be going fishing.
		A:	What will you (plur) be fishing for?
		B:	We'll be fishing for smelt.
8.		A:	What will you (plur) be doing the day after tomorrow?
		B:	We'll be going fishing.
		A:	What will you (plur) be fishing for?
		B:	We'll be fishing for herring.
9.	Tallugetew	A:	What will he be doing tomorrow?
	Najiwsgetew	B:	He'll be going fishing.
	usgattew?	A:	What will he be fishing for?
	Jagejuègetew	B:	He'll be fishing for lobster.

17 E-1 (Cont'd)

10.		A:	What will he be doing the day after tomorrow?
		B:	He'll be going fishing.
		A:	What will he be fishing for?
		B:	He'll be fishing for oysters.
11.		A:	What will he be doing tomorrow?
		B:	He'll be going fishing.
		A:	What will he be fishing for?
		B:	He'll be fishing for crab.
12.		A:	What will he be doing the day after tomorrow?
		B:	He'll be going fishing.
		A:	What will he be fishing for?
		B:	He'll be fishing for seal.
13.	Tallugutitaĝ	A:	What will they (plur) be doing tomorrow?
	Najiwsgêtitaĝ	B:	They'll be going fishing.
	usgàttaĝ?	A:	What will they be fishing for?
		B:	They'll be fishing for seal.
14.		A:	What will they (plur) be doing the day after tomorrow?
		B:	They'll be going fishing.
		A:	What will they be fishing for?
		B:	They'll be fishing for clams.

17 E-1 (Cont'd)

15. ______________________ A: What will they (plur) be doing tomorrow?

______________________ B: They'll be going fishing.

______________________ A: What will they be fishing for?

______________________ B: They'll be fishing for scallops.

16. ______________________ A: What will they(plur) be doing the day after tomorrow?

______________________ B: They'll be going fishing.

______________________ A: What will they be fishing for?

______________________ B: They'll be fishing for catfish.

17. ______________________ A: What will they (plur) be doing tomorrow?

______________________ B: They'll be going fishing.

______________________ A: What will they be fishing for?

______________________ B: They'll be fishing for halibut.

17 E-2

Before doing this exercise, read N.S. 3-. In this exercise, the contrastive ending occurs on nouns. In the first part of the exercise, the nouns are animate. In the second part, they are inanimate. Pay special attention to the intonation of the replies (B).

A: 1. Gelùgtês gùgunug epitèjìj. A: It would be nice to have a girl. (Context: This could be said by an expecting mother.)

Êl'pàtuja! B: A boy! (This could be said by the father implying that it would be nice to have a boy rather than a girl.)

(êl'pàtuj: 'boy')

17 E-2 (Cont'd)

2.	_______ _______ gajuèwj.	A:	It would be nice to have a cat.
	_______________ (ênmùj: 'dog')	B:	A dog!
3.	_______________ wen'jitiàm.	A:	It would be nice to have a cow.
	_______________ (tèsipow: 'horse')	B:	A horse!
B: 4.	Gelugtês gùgunman newtay'g.	A:	It would be nice to have a dollar.
	_______________ (metêlàsay'gêl: 'ten dollars')	B:	Ten dollars!
5.	_______________ pistalewey.	A:	It would be nice to have a pistol.
	_______________ (pesgewey: 'rifle')	B:	A rifle!
6.	_______________ gwitên.	A:	It would be nice to have a canoe.
	_______________ (pugtewulg: 'ship')	B:	A ship!

17 E-3

The following exercise practises the contrastive as it is found with verbs. In the first part of the exercise, the nouns are animate; in the second part, they are inanimate. Pay special attention to the intonation of the replies (B).

A: 1.	Ênmàlates mêlagejg!	A:	Bring back some milk! (Context: This could be a wife's reminder to a husband leaving for town.)
	Migwitètêmana. (migwitètêm: 'I remember')	B:	If I remember. (This is a lukewarm answer that could be sarcastic. It implies that the request is not considered very important.)

17 E-3 (Cont'd)

2.	______________________	A:	Bring back some potatoes!
	Angitètêmana. (angitètêm: 'I think about it')	B:	If I think about it.
3.	______________ enmêpejig.	A:	Bring back some carrots!
	______________________	B:	If I think about it -or-
	______________________		If I remember.
B: 4.	Ênmàttes pipênaĝan!	A:	Bring back some bread!
	______________________	B:	If I think about it.
5.	______________ mêlagejùmi!	A:	Bring back some butter. (Lit: milk fat)
	______________________	B:	If I remember.
6.	______________ têmawey!	A:	Bring back some tobacco!
	______________________	B:	If I think about it.
7.	______________ wapèjgêl!	A:	Bring back some flour!
	______________________	B:	If I remember.
8.	______________________	A:	Bring back some meat!
	______________________	B:	If I think about it.

17 E-4

Do the following exercise involving the future tense and oĝo, 'because', clauses.

1.	Goĝey ugjiamalgates sapònug?	A:	Why will you dance tomorrow? (amalgan: 'you dance')
	Gesatêm oĝo amalgay.	B:	Because I like to dance.
2.	______________________	A:	Why will you race tomorrow? (nigatênèwen: 'you race')
	______________________	B:	Because I like to race.

17 E-4 (Cont'd)

3. ______________________ A: Why will you sing tomorrow? (getapegien: 'you sing')

______________________ B: Because I like to sing.

4. ______________________ A: Why will you fish tomorrow? (wesgen: 'you fish')

______________________ B: Because I like to fish.

5. ______________________ A: Why will you hunt tomorrow? (getantegen: 'you hunt')

______________________ B: Because I like to hunt.

6. ______________________ A: Why will you boat tomorrow? (gwitênèman: 'you boat')

______________________ B: Because I like to go boating.

7. ______________________ A: Why will you shoot tomorrow? (al'taĝîgen: 'you shoot')

______________________ B: Because I like to go shooting.

8. ______________________ A: Why will you gather firewood tomorrow? (pugsugègen: 'you gather firewood')

______________________ B: Because I like to gather firewood.

17 E-5

The following exercise repeats the verbs of the previous exercise (17 E-4) but with naji- meaning 'to go'. Note that -mg added to a verb stem makes it infinitive.

1. Gogey ugjit najiamalgates sapònug? A: Why will you go dancing tomorrow?

Amalgamg oĝo gisòĝon. B: Because it's fun to dance. (Lit: To dance because it's fun)

2. ______________________ A: Why will you go racing tomorrow?

____

______________________ B: Because it's fun to race.

17 E-5 (Cont'd)

3. ______________________________ A: Why will you go singing tomorrow?

____

______________________________ B: Because it's fun to sing.

4. ______________________________ A: Why will you go fishing tomorrow?

____

______________________________ B: Because it's fun to fish.

5. ______________________________ A: Why will you go hunting tomorrow?

____

______________________________ B: Because it's fun to hunt.

6. ______________________________ A: Why will you go boating tomorrow?

____

______________________________ B: Because it's fun to boat.

7. ______________________________ A: Why will you go shooting tomorrow?

____

______________________________ B: Because it's fun to shoot.

8. ______________________________ A: Why will you go gather firewood tomorrow?

____

______________________________ B: Because it's fun to gather firewood.

17 E-6

Do the following exercise and note the use of the complement infinitives (ending in -n). Complement structures involve complex sentences. The first sentence introduces the complement and the second sentence, the complement sentence always ends in -n in the singular regardless of the person used. (See Note to Student, 7-.)

17 E-6 (Cont'd)

1. Pewalg êgtapegien. — A: I want him to sing.

(getapegiey: 'I sing')

(Pewalg)$_{s_1}$ — Lit: (I want it)$_{s_1}$

(êgtapegien)$_{s_2}$ (complement infinitive) — (that he sing)$_{s_2}$

Gejīt mò getapegiegw. — B: You know he doesn't sing.

(getapegiet: 'he sings')

(Gejīg)$_{s_1}$ — (You know it)$_{s_1}$

(mò getapegiegw)$_{s_2}$ (indicative) — (he does not sing)$_{s_2}$

2. ____________________ A: I want him to dance.

(amalgay: 'I dance')

____________________ B: You know he doesn't dance.

3. ____________________ A: I want him to fish.

(wesgey: 'I fish')

____________________ B: You know he doesn't fish.

4. Etawaĝtemay ____________________ A: I hope he sings.

____________________ B: You know he doesn't sing.

5. Etêlitèlêmg ____________________ A: I expect him to dance.

____________________ B: You know he doesn't dance.

6. Pipanimg. ____________________ A: I ask him to fish.

____________________ B: You know he doesn't fish.

7. Gisàlêg ____________________ A: I cause him to sing.
(I make him sing)

____________________ B: You know that he can't sing.

17 E-7

Repeat the previous exercise (17 E-6) by adding gisi-, 'to be able', to the verb in the question (the A: part). Hand it in for correction. The following is an example of how it should be done:

1. Pewalg gisigtapegien A: I want him to be able to sing.

2. etc.

17 E-8

Write, in Micmac, seven questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

17 E-9

Write a conversation based as much as possible on this lesson's material. Experiment with the future and use a contrastive form at least once. (Hand in for correction.)

17 E-10

Answer the following questions on this lesson in Micmac. (Hand in for correction.)

1. Tàsijig apgwanjìjg sisêmòĝon wesuàlêjig êgpèteweymg?
2. Goĝey gìl natangùsites utang?
3. Tànug apsgwàsites?

4. Giasgiwowey taluìtêmêg wesgemg êmgumigtug?
5. Goĝey ugjit usgun ugjit waĝatigên?
6. Taliwsgêtisênig sàĝawègìg ênnùgìg?

7. Talitêmg lusgênigen?

17 E-10 (Cont'd)

8. Goĝey têmg gèsmu sisêlâgwâtũn?

9. Tal'sêmuetũn lusgênigên?

17 E-11

Read the following story on adolescence, puberty, and youth, and answer the questions which follow:

Sâĝawey! Maljewèjuimg aĝ gèsmu Malièwimêg

Mīgêmewèg mijuàjījg weleyutêpênig. Mõ netà emegweywàtigupêni êl'pa. Mõ jipatêmītigup ugsampugwenanew, nàtèl oĝo wejiaĝap ugmilesuaĝanmuow. Êl'pàtujg na apoĝonmuàtipêni ujjua getantaĝatêlij aĝ tà goĝey ugjit ula newtênemigsultijig. Epitèjījg aĝ epitèsg na apoĝonmuàtipêni uggijua pugsugègàtêlij, samuĝanègàtêlij aĝ wīsisg gwiluj.

Vocabulary:

maljewèjui	I am young
gèsmu	before
mijuàjīj (g)	a child
emegweywey	I cause harm
êl'pa	really, truly
jipalêg/jipatêm	I am afraid of him/it
wesam (ugsam-)	too much (too much, future)
pugwenêm	I have lots of it
milesuaĝan (l)	wealth, riches
apoĝonmuey	I help
newtênemigsig	of one kind, type (in the story, a family)
gwilaĝ/gwilêm	I search for him/it

17 E-11 (Cont'd)

Tàn tujìw êl'pàtùjìj amgwesewey wipitègej na mesgìg wìgupàluaĝan mijjultimg igàtasêgêp, êmsêt wen soĝtègep. Wel'tàsultipênig na ula apjèjùj negêm gêpugjig gisisĝotègetew. Tàn tujìw poĝjialàsilij ap igtig wìgupàluaĝan, aĝ na pugwelg amalgewaĝan tujìw.

Vocabulary:

nipit (l)	my tooth
-ègey	a verbalizer which makes a noun into a verb
(nipitègey)	(I teeth)
igàtu	I put it on e.g. a feast, party
soĝtègey	I chew
apjèjùj (animate) apjèjijg (inanimate)	a small one
gêpugjig	soon
poĝji-	to begin
alàsi	I walk
amalgay	I dance
-ewaĝan	a nominalizer which makes a verb into a noun
(amalgewaĝan)	(a dance)

Tàn tujìw êl'pàtuj nèpatoĝ nat goĝey getantegemg na tujìw ap igtig mawiaĝan. Emsêt na wen wigumutêp. Tà na goĝey gisnèpatoĝ na êmsêt wen wettêgêp. Tàn tujìw amgwesewèl nèpàj tiàmul na tujìw teliwsuàlutêp êstêgè jìnêm. Êmsêt na wen tel'tèlmutêp êstêgè pasêg jìnêmjìj, mu jìnêm, gêlapis gisnèpàj tiàmul. Tàn getù tewjèg na jìnêmuip pasêg gisnèpàj tiàmul.

17 E-11 (Cont'd)

Vocabulary:

nèpatigey	I kill
mawiaĝan (1)	a gathering, meeting
wigumg	I send for him
wettêm	I taste it
teli- (teliwsuàtu)	in such a way (I take it in such a way)
wesuàtu	I take it

Ugjit èpitès tàn ĝasèg amgwesey tepgunsetewèl mesênêg na tujìw èpitewip. Tepgunsetewèl na giasgiwowey maw piluitètasêgêpênn. Pugwelgêpênn na êtpêlutaĝann eygêl tàn èpit amujpa majuggatgêl tàn tujìw tepgunseteweymaj. Wègaw na amujpa sèg wigip aĝ êl'pa na wejòtgêp mu jìnêmul nêmìgun tàn getantegenitêl gêlaman mà asgòtêmugw getantegemg. Ap mè pugwelgêl igtigêl êtpêlutaĝann eygêpênn.

Vocabulary:

tepgunsetewey (1)	menstruation
mesênêm	I receive it
piluitètasêg (1)	something considered strange, unnatural
êtpêlutaĝan (1)	a law, rule
majuggalg/majuggatêm	I follow him/it
wègaw	even if
amujpa	necessarily
sèg	another place

Answer the following questions: (Hand in for correction.)

1. Goĝey ugmilesuaĝanmuow?
2. Taliapoĝonmuàtisêni maljewèjg ujjua aĝ uggijua?

17 E-11 (Cont'd)

3. Talamùg wìgupàluaĝan ugjit wipitègemg?
   Gatu poĝjialàsimg?

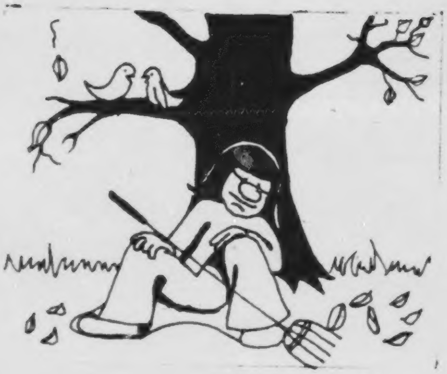
4. Taliaĝ êl'pàtuj nèpàj amgwesewèl tiàmul?

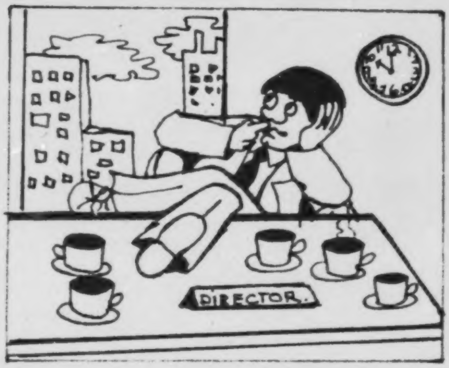
5. Taw'jèg wen jìnêmuij?

6. Talèg wen èp̣itewij?

7. Goĝey na tepgunsetewey?

8. Goĝey newtẹ̀ êtpêlutaĝan?





Note to the Student

1- In 17 C-1, you encountered two new ways of saying "yes" and "no" in Micmac. These are Ya! and No!. We write these words with an exclamation mark to indicate that they end in a glottal stop. That is, they end with an abrupt stoppage of air in the throat as for example in English "Oh-oh". The words Ya! and No! are colloquial, and probably borrowed from English. In non-colloquial usage, you should continue to use Èe and Moĝwà.

2- In lesson 14, we saw that preverbs are really verbs which combine with other verbs. Such compounding is widespread in Micmac. However, there are some verbs which cannot occur alone. They must always be part of a compound and will therefore be referred to as "bound verbs". We indicate this by placing a hyphen before such verbs. For example:

1.	-toĝsi	to make oral sounds
	Puntoĝsi	I stop making oral sounds
2.	-jày	to stagger
	Punjày	I stop staggering
3.	-ā̀si	to move, indicate motion
	Nisā̀si	I go down
	Wenaĝā̀si	I rise, stand up
	Pā̀si!	Sit down!
	Ĝamā̀si!	Stand up!
	Majā̀si	I leave
	Gesigawā̀si	I go fast
	Naĝā̀si	I stop
	etc.	

Note to the Student (Cont'd)

The process of compounding and the existence of bound forms is not only restricted to verbs. Nouns show similar properties. In lesson 11, we saw a type of "bound noun" which we termed "possessed noun" since such nouns could only occur combined with a possessive pronoun. Other types of bound forms are also found. For example:

4	-amùg	of colour, type, quality
	Talamùg?	What colour is it?
	Amalamùg	It's of poor quality
5.	-tay	of feet
	Maĝsitay	I have big feet
	Apsêsitay	I have small feet
	Tegigatay (tegèg + tay)	I have cold feet
6.	-pewi	of face
	Winapewi	I have an ugly face
	Ewlapewi	I have a sad face
	Wiguasapewi	I have a pretty face
	etc.	

Many more examples of bound forms can be found. If you want yet another example involving compounding with a bound form, look-up -gat, 'of foot', spelled 'Nkât, 'my foot' in Rand's Dictionary.

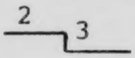
3- In 17 E-2, you practised what we have called a "contrastive form". The contrastive function of this form is clearest when it appears on nouns. For example, in the following, jīnêm is contrasted with all others in the set of "anyone", that is, women, children, and youth.

Note to the Student (Cont'd)

1. Tam paseĝ wen etug qisiwnaĝàlass ŭt têmoĝtàwul.	A:	Anyone could lift this log.
Mu etug. jînêma.	B:	I don't think so. Maybe a man could.

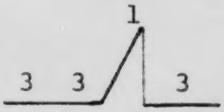
The -a ending identifying contrastive forms is also accompanied by a crucial intonation change on the syllable preceding this -a. The normal pitch of jīnêm is as follows: (Pitch level key: 1= high, 2= mid, 3= low)

2 3
2. jīnêm: jī nêm -or-



When it occurs in a contrastive function, it is as follows:

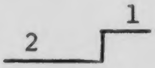
3 31 3
3. jīnem: jī nêm a -or-



Contrastive intonation shows a graded rising on the syllable before the -a and then a sharp drop on the final syllable, -a. This should not be confused with question intonation which is as follows:

4. Jīnêm na? Is that a man?

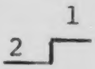
2 1
jīnêm na: jīnêm na -or-



In 4., the higher intonation on the copula na identifies a question. Compare this to 3. In such cases, the intonational differences are crucial to keep the forms apart. For example:

5. Nīna? * Me? (question)

nīna: nī na -or-

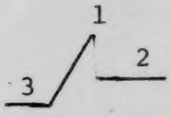


* Compare this to Nīn na, 'It's me', with the copula na.

Note to the Student (Cont'd)

6.	Nīna!?	Me (and not someone else)!? (Indicates surprise and something contrary to expectation)

nīna: $\overset{3\ 1}{\text{nin}}$ $\overset{2}{\text{a}}$ -or-



Verbs can also take the contrastive ending and they also retain the same rising-dropping pitch as found on nouns and pronouns. The term "contrastive" is less accurate in describing the function that the contrastive ending has on verbs. This function is more one of emphasis than of contrast. For example, the following verb is given in the first three persons of the indicative present:

7.	Angitètêm	I think about it
	Angitètêmên	You think about it
	Angitètg	He thinks about it

With the contrastive ending added, the forms and meanings are as follows:

8.	Angitètêmana.	If I think about it. (This is a lukewarm and unconcerned answer such as: "I'll do it if I think about it.")
	Angitètêmêna.	If you think about it.
	Angitètga.	If he thinks about it.

The meaning of these sentences becomes truly emphatic with the addition of giasgiwowey: 'if really':

9.	Giasgiwowey angitètêmana.	If I really think about it. (This implies that if the speaker really gives serious thought to the question, he will act on it. However, it also implies that he is not willing to do that.)

Note to the Student (Cont'd)

Giasgiwowey angitètêrêna	If you really think about it
Giasgiwowey angitètga	If he really thinks about it

It is interesting to note that giasgiwowey itself can take the contrastive ending. Observe this in the following:

10. Giasgiwowèya.	If it's the real thing.

4- We saw in earlier lessons that the past tense can occur as an unspecified past or as an immediate past. The future tense is unlike the past tense in that it occurs in one basic form, the unspecified future. Immediacy is not indicated by a special ending but rather by a phrase such as: sêmtug na nigè, 'right now'.

The following is a paradigm of the unspecified future tense. We call it unspecified since it does not indicate if an event will occur in the near future or in the distant future. It simply indicates that the event will take place in advance of the present. The verb amalgay, 'I dance', is used. The stem is amalga-:

1.	amalgàs	I will dance
	amalgates	you will dance
	amalgatew	he will dance
	amalgatesnu	we (dual,inc) will dance
	amalgal'titesnu	we (plur,inc) will dance
	amalgatesnen	we (dual,exc) will dance
	amalgal'titesnen	we (plur,exc) will dance
	amalgatoĝsêp	you (dual) will dance
	amalgal'titoĝsêp	you (plur) will dance
	amalgataĝ	they (dual) will dance
	amalgal'titaĝ	they (plur) will dance

Note to the Student (Cont'd)

We will further demonstrate the use of the future with the verb egijjey, 'I read'. The stem of the verb is egijje-, 'to read'.

2.	Tallugen?	What are you doing? (Requests information concerning an event that is actually taking place.)
	Etêlgijjey (present indicative,progressive)	I'm reading.
3.	Majàsi nigè.	I'm leaving now.
	Tallugetes esgwigisgêg?	What will you do for the rest of the day? (This requests information concerning the immediate future.)
	Gijjàs.	I'll read.
	-or-	
	Usgàs.	I'll fish.

In this last case, usgàs, 'I'll fish', may be used only if the person is near a river or a lake. In other words, he must be in a place where fishing is possible. On the other hand, if he must travel in order to fish, then the person must answer:

4.	Najiwsgàs.	I'll go fishing.

There are other ways in which futurity can be indicated and these involve fine distinctions. First, if a person begins an action immediately after having announced it, then the present tense must be used, even if while he is saying it, the intent is futurity. For example:

5.	Sêmtug na nigè wesgey.	I'm going to fish right now.

Note to the Student (Cont'd)

Upon making such a statement, the person is expected to begin fishing immediately. A statement such as 5. is not merely a statement of future intent but a definite signal to action. A statement such as 5. is also exclusive in meaning in that it excludes the possibility of other action while the action of fishing is taking place. This notion of exclusion will be made clear by the following example:

6.	Tallugetes esgwigisgêg?	What will you do for the rest of the day?
7.	Gijjàs na gêlapis.	I will read until your return. (A statement of intent)
8.	Egijjey na gêlapis apsgwàsin.	I will read until your return. (A statement of decisive and exclusive action)

Question 6. has two possible answers, 6. and 7. Answer 7. implies that the person intends to read but may not do that exclusively. That is, the person may also go for a walk, write, etc. Answer 8. states that the person will read the moment the other person leaves (statement 6.) and continue to do so for the remaining part of the day. Furthermore, it states that there is the intent of doing reading and reading alone (exclusiveness). Be sure that you understand these differences in meaning before going on.

5- 'Because' clauses, in Micmac, are oĝo clauses. Oĝo clauses are sentences that combine with other sentences to make up complex sentences. We will identify these component sentences by surface bracketing in the following example:

Note to the Student (Cont'd)

1. Goĝey wejitĝamaj?	Why did he hit him?
2. $(\text{Taĝamapenn})_{S_1}$ $(\text{masgênmatêl oĝo})_{S_2}$	He hit him because he hates him.

S_2 of 2. would by itself constitute a grammatical answer to 1. This is because it presupposes the information conveyed by 1., the question:

1. Goĝey wejitĝamaj?	Why did he hit him?
3. Masgênmatêl oĝo.	Because he hates him.

The oĝo of 3. can even be omitted when causality is implied by the question and answer sequence:

1. Goĝey wejitĝamaj?	Why did he hit him?
4. Masgênmatêl.	He hates him.

6- The instrumental in Micmac is an ending that one places on a noun to indicate that a person or thing is used as a means of achieving a goal. The instrumental is usually translated as "with" or "by means of". In Micmac, the instrumental is -igtug. Interestingly enough, this same ending can also be used as a locative to indicate where something is. Carefully study the following examples: *

---

* It is probable, in a generative semantics approach, that both the locative and instrumental morpheme, -igtug, could be derived from the same source. Intuitively, it seems that the locative is basic in meaning and that the instrumental is an extension in the meaning of the locative. If this is the case, then the fact that -igtug functions both as a locative and as an instrumental is no longer a surprise.

Note to the Student (Cont'd)

1.	Petsusiap.	I cut myself accidentally. (past tense)
2.	Petsusiap têlawōĝigtug. (têlawòĝ: 'knife')	I cut myself accidentally with a knife. (instrumental)
3.	Petsusiap têlawōĝigtug wen'jiguomigtug. (wen'jìguom:'house')	I cut myself accidentally with a knife (instrumental) in the house (locative).
4.	Petsusiap tuòpêtigtug wen'jìguomigtug.	I cut myself accidentally on a window in the house.

Although sentence 4. is grammatical, it is considered better if the locative is stated before the instrumental:

5.	Petsusiap wen'jiguomigtug tuòpêtigtug.	I cut myself accidentally, in the house, on a window.

Note, however, that when the locative alone is used, then etêl-, also a locative, is found on the verb. This form is homophonous with the progressive etêl- but should not be confused with it. Carefully study the following examples:

6.	Etêlpetsusiap nàtèl	I cut myself accidentally there. (nàtèl: 'at that place')(locative)
7.	Etêlpetsusiap wen'jìguomigtug.	I cut myself accidentally in the house. (locative)
8.	Getapegiey.	I sing. (present, indicative)
9.	Etêligtapegiey.	I am singing (progressive). -or- I sing there. (locative)

Sentence 9. is two-ways ambiguous. Etêl- can be progressive in meaning or locative in meaning. As a progressive, it signals that the action is in the process of happening.

Note to the Student (Cont'd)

As a locative, it signals that the action is taking place at a specified location. Sentence 9. can be disambiguated by adding nàtèl in which case it can only be locative in meaning:

10. Etêligtapegiey nàtèl. I am singing there.
-or-
I sing there.

Note that this last sentence is unspecified for progressiveness. Nàtèl makes the sentence locative but etêl- may be progressive, or it may be locative in which case it becomes redundant information because of nàtèl.

7- Complement structures in Micmac are worthy of much more attention than we are able to give them here. Exercise 17 E-6 practices various complement structures and number 1., by means of bracketing represents their basic structure. Complement sentences are in a dependent relation within a complex sentence. That is, a complement sentence depends on an introductory sentence and can never stand alone. A complex sentence such as follows is NOT complementary since both sentences are of equal status. Both are independent indicative clauses which can stand alone:

1. Gejĩg amalgat. I know he dances.
(amalga-: stem meaning 'to dance')

(gejĩg)$_{S_1}$ (I know him)$_{S_1}$

(amalgat)$_{S_2}$ (he dances)$_{S_2}$

Note to the Student (Cont'd)

In example 1, both S_1 and S_2 are simple indicatives:

2.	Gejīg	I know him
3.	Amalgat	He dances

In a complement structure, however, the complement clause in dependent on the introductory clause and cannot stand by itself as sentence 3. Furthermore, in complement clauses, the free pronoun should be included to disambiguate the sentence since the bound pronoun does not occur on the verb. * For example:

4.	Etawaĝtêmay gīl amalgan.	I hope you dance.
5.	Etawaĝtêmay negêm amalgan.	I hope he dances.

Sentence 4. can be bracketed as follows:

6.	$(\text{Etawaĝtêmay})_{S_1}$	$(\text{I hope})_{S_1}$
	$(\text{gīl amalgan})_{S_2}$	Lit: $(\text{for you to dance})_{S_2}$

In complement clauses such as 4. and 5., the singular verb always ends in -n. Furthermore it is introduced by an introductory verb expressing hope, wish, desire, want, etc., very much as is the case with the subjunctive. Such a dependent infinitive should not be confused with the subjunctive. For example:

7.	Pewalg negêm amalgan.	I want him to dance. (complement infinitive)
8.	Pewalg(negêm)amalgaj.	I want him should he dance. (subjunctive)

---

* Don DeBlois reports that he has elicited the complement infinitive with a bound prefix pronoun. This pronoun was the same as the possessive pronoun.

Note to the Student (Cont'd)

There are three forms which are unfortunately very easy to confuse since they are identical. This identity occurs with the second person singular. Note the second persons in the following:

9. Indicative:

amalgay	I dance
amalgan	you dance
amalgat	he dances

10. Subjunctive:

amalgàn	if I dance
amalgan	if you dance
amalgaj	if he dances

11. Complement Infinitive:

amalgan	for me to dance
amalgan	for you to dance
amalgan	for him to dance

One peculiarity of the complement infinitive, as we have seen, is that it does not indicate singular persons. It is for that reason that the free pronouns must occur to clarify who is involved. In the paradigms that follow, you will see that this is for all persons, singular and plural, except for the four 'we' persons. *

---

* I suspect that this is true for all persons. That is, I suspect that bound pronouns do not appear on ANY complement infinitive forms. One can infer what person must be involved from the restrictive occurence of morphemes such as the dual, plur, inc, exc.

Note to the Student (Cont'd)

Note also in the negative paradigm that negation is only expressed by mu and the usual bound negative u/w on verbs is NOT found:

12. Affirmative Complement Infinitive:

Etawaĝtêmay	nīn	amalgan	I hope	that I dance
	gīl	amalgan		that you dance
	negêm	amalgan		that he dance
	ginu	amalganenu		that we (dual,inc) dance
	ginu	amalgal'tinenu		that we (plur,inc) dance
	ninen	amalganen		that we (dual,exc) dance
	ninen	amalgal'tinen		that we (plur,exc) dance
	gilew	amalganew		that you (dual) dance
	gilew	amalgal'tinew		that you (plur) dance
	negêmow	amalganew		that they (dual) dance
	negêmow	amalgal'tinew		that they (plur) dance

13. Negative Complement Infinitive:

Etawaĝtêmay	nīn	mu amalgan	I hope	that I don't dance
	gīl	mu amalgan		that you don't dance
	negêm	mu amalgan		that he hoesn't dance
	ginu	mu amalganenu		that we (dual,inc) don't dance
	ginu	mu amalgal'tinenu		that we (plur,inc) don't dance
	ninen	mu amalganen		that we (dual,exc) don't dance
	ninen	mu amalgal'tinen		that we (plur,exc) don't dance
	gilew	mu amalganew		that you (dual) don't dance
	gilew	mu amalgal'tinew		that you (plur) don't dance
	negêmow	mu amalganew		that they (dual) don't dance
	negêmow	mu amalgal'tinew		that they (plur) don't dance

Lesson 17 (Cont'd)

Wapus Geluluet (part 2)

Wapus assêma ap pemigtũtêluep nat goĝey tàn telgêlũsultêlij wetagutg, gatu tujĩw sêmtug puntoĝsip "Giasgiwowey na mò wel'tètêmu malièwimg piluinnũg, gatu jijuaĝa piluamũg neyàsêg. Wel'tàsualul, êntêlũsug."

Wapus teljipaĝatesing êlpa wijey aĝ gissaputàsij gàpsgw êmgumitgèg. Negêm --malièwit-- giũnigèsgwal! Wapus je mênaĝ angitètêmugup malièwin. Assêma getũ têlimapênn gatu am'jipasip wĩtul etêliaĝal. Pipsaĝ na jĩnêm mu tam pasêg tel'tagèlawt gisipgwatũn. Pugwelg na giũnig gey'toĝ tàn telàluj wapusg. Aĝ eta giasgiwowey tàn tujĩw angitètgeg, malièwimg muna piam talègtênug. Wiguasapewit èpitès ulàtaguss wiguow. Aĝ eta ugumijêl na pemgisigũelitêl aĝ êgsatêmênis apoĝonmaĝan.

Na jijuaĝa pejitèlmàtêl witapal Giũnigal aĝ gisitètg tàn têlimatêl ugtangitàsuaĝanêmg. "Mesgeyy Giũnig, pasêg na mò tel'tàsiwap têliatew na, gey'tũn. Mu gey'tu tàn têlgis tuaĝàlsites. Mò gisiapoĝonmatêmuap êl'pa. Nisũa ujjêl pewatêmênij tàn maw-gelũg ugjit ugtusêl. Amuj nestasin na, nĩn têl'tàsigg."

Vocabulary:

assêma	just, immediately, directly
pemigtũtêluey (pemi + getu + teluey)	I am about to say
gelũsi	I am good at something, also I am a good person
puni-	to stop, to cease
-toĝsi	to make oral sounds such as talking, crying, etc. E.g.: puntoĝsi: 'Stop talking, crying, etc.'

Wapus Geluluet (Cont'd)

wel'tètêm	I think well of it, approve
malièwi	I am married (from the French, "marié")
piluinnu (piluey + ennu)	a person from another tribe, a different person
piluey	it is different
-amùg	of a certain type, sort or colour
neyàsi	I appear, show myself
wel'tàsi	I am glad (Lit: I have happy thoughts)
êntêlùsug (g)	my son-in-law
jipaĝatesin (jipaĝàsi + tesin)	I shake with fright, I am startled
saputàsi	I go through
gapsgw (l)	a waterfall
êmgumitgèg (êmgumi + tegeg)	as cold as ice (ice + it is cold)
-èsgw	a feminine suffix
ami-	a bit, a slight amount
jipasi	I am afraid
tagèlêg	I make him angry
pewatu	I cause it to happen
telàtu	I do it in a certain way
tàn telàtu	how I do it
muna piam	not too
wiguasapewi	I have a handsome, beautiful countenance
gisigùey (gisigu + ey)	I am growing old
gisigùey (gisi + gewiey)	I just fell down
apoĝonmaĝan (l)	help, aid
peji-	accidentally
gisitètêm (gisi + angitètêm)	I have thought of it

Wapus Geluluet (Cont'd)

êntangitàsuaĝanêm	my mind
mesgeyy	I am sorry
tàn tel'gis	how come, why it happens
tewaĝàlsi	I take myself out, remove myself
nestêm	I understand

Na welàgweg, Pipsaĝ wigumapêni tàn tèsiniji wòĝêma aĝ witapa ugjit wīgupàlan aĝ ugjit wītêmên ula maliècwimg wejgũaĝ ugjit Nisũa aĝ na welnenut aĝ weliwnaĝàtasit Wapus. Wetênèmataĝ tòĝ tàn ĝasèg gaĝayaĝ esgêmang newtipunĝeg. Tujīw na teliaĝap Wapêniaĝewaĝ maljewèjg jīnêmug amujpa newtipunĝeg musgàlsultipênig tàn telgêlũsultītij nujigtantêmg mijipjewey aĝ tàn goĝey puataseĝ ugjit tàn têlmimajimg. Giũnig na màw eygêp na tujìw aĝ nutgêp ula ewītaseĝ. Na paseĝ tagêliaĝĝamatêl ula gisiewlàltêl witapal Wapusal aĝ sêmtug ejigêlàsit. Wapus suel gisjipaĝàsit na tujīw.

Wapus wejòtg gisituaĝĝàlsin aĝ telimatêl, "Muna nīn êntêlàtaĝan. Aĝ nigè gīs wesam letewig ugjit sàsèwitàsin."

Vocabulary:

wigumg	I send for him
tàn tèsiniji	all of them
nòĝêmaw (g)	my relative
wīgupàluaĝan (l)	a feast, festival
ewītêm	I speak of it
nenaĝ/nenêm	I know him/it
wetên (l)	from the English, a wedding
tàn ĝasèg	as so as
gaĝayey	I am finished, done

Wapus Geluluet (Cont'd)

esgêmay	I wait
newtipunĝeg	a year
maljewèjui	I am young
musgàlsi	I show myself to be
nujigtantegey (g)	a hunter, also one who hunts or supplies food, a food gatherer
mimaji	I am alive, living
nutêm	I hear
tagêliaĝĝamg (tagêliey + aĝĝamg)	I look at him angrily
ewlàlêg	I do him harm
ejigêlàsi	I go away, leave
jipaĝàsi	I am afraid, frightened
wejòtêm	I try it
êntêlàtaĝan (1)	my fault
letewi	from the English, I am late
sàsèwitàsi (sàsèwàsi + angitàsi)	I change my mind (I change + I think)

Na eliwsip aĝ ewìgap gêmetug ula tàn giùnigàĝ wigultìtij. Gatu ugumijêl mò gesatêmênigup ula wesamisĝapèg aĝ eta sespòltêliji na ula giùnigà, gatu Wapus mò tal'tètêmugup. Ugtangitàsuaĝanèm pasèg eteg ugjit tàn têlsêmata ula giùniga. Gey'toĝop na giùnigaĝ mò wijey telatalultìgw êstêgè negêm aĝ ugumijêl. Wapusg na wigultijig tàn etêlweligweg mitìjìjùaĝ aĝ êmsiguig. Negêmow na wetatalultijig êmsigu, aĝ pêteweyoĝsèl aĝ nipisoĝonn. Gatu giùnigaĝ na negêmow wigultijig samuĝanigtug gigjìw aĝ wetatalultijig nêmèji, êsgolji aĝ taĝtaloĝjìjg. Wapus êgtùsêmaj ulai amujpa gênùtêmasitew êntawàmên. Wapusg na mò piam gelùsultìgw samuĝanigtug. Giasgiwowey angitètêmêna, wapusg na mawiewlèjultijig tegisêmimg aĝ aligtapemg ugsêtĝamùg.

Wapus Geluluet (Cont'd)

Vocabulary:

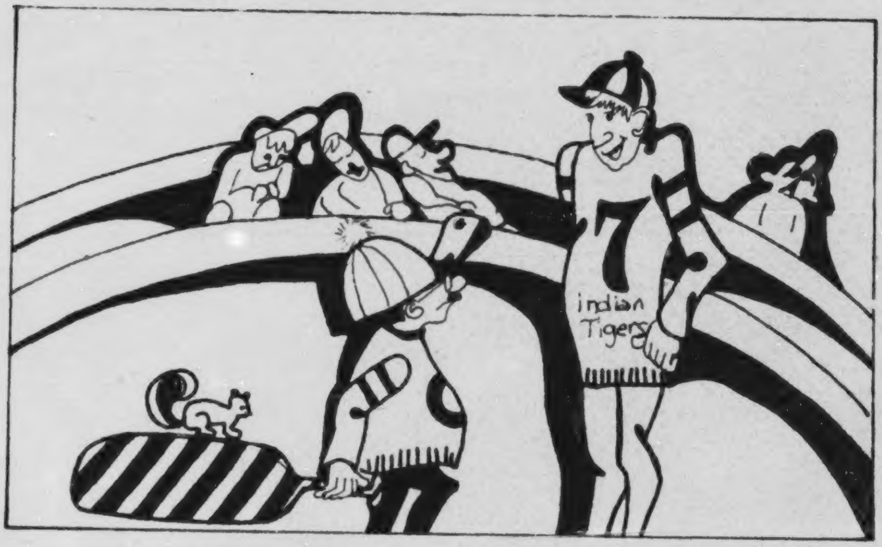
eliwsi	I am moving there to live
ewìgay	I am building a house
gêmetug	close by
wigi	I live at such a place or address
saĝpeyy	I am wet
sespeyy	I am loud, I make noise
mò tal'tètêmu	I think nothing of it
esêmsi	I feed myself
etêlweligweg (etêli + weli + nigweg)	where it grows well (where + well + it grows)
mitìsjīj (g) (mitis + jīj)	a small tree
êmsigu (l)	grass or hay
pêteweyoĝsey (l)	a herb
nipisoĝon (l)	a twig
nêmèj (g)	a fish, unspecified
êsĝolj (g)	a frog
taĝtaloĝ (g)	a salamander
netawàm	I am a good swimmer
tàn mawi	the most
ewlèji	I am poor
tegisêmi	I swim
getapey	I dive

Wapus Geluluet (Cont'd)

Answer the following questions. (Hand in for correction.)

1. Goĝey ugjit Wapus puntoĝsij?
2. Goĝey ugjit amjipasij?
3. Taliangitètg malièwimg?
4. Tal'pejitèlmatêl Giùnigal ugtangitàsuaĝanêmg?
5. Goĝey ugjit Pipsaĝ wetwigumasêni wògêma aĝ witapa?
6. Goĝey na esgêmang newtipunĝeg?
7. Taliwjòtgês Wapus gisituaĝĝàlsin?
8. Gesatêmênis Wapus ugumijêl gêmetug giùnigaĝ wigultìtij?
9. Talatalultijig giùnigaĝ? Gatu wapusg?
10. Talintawàmùtijig Wapus?

LESSON 18



C-: converse, communicate

18 C-1

Setting: A: Edward and B: Denis are looking at the ballplayers during their first practice. Every new season, there are new players who begin and old ones who drop out.

A: Etuêl ag B: Tenês etêliaĝamàtiji tùowinù angwesewey matùmilitàtij. Tès na piley newtipunĝeg nà tu wen piluey êpĝojimilàsitew aĝ ap nà tu wen sàĝawey punmilàsitew.

18 C-1 (Cont'd)

A:	Gelugg angitètêmêg ap igtig wejgûaĝ nipg tûàtimg.	A:	It's nice to think there's another summer of softball coming.
B:	Èe, nigè na ula amgwesewey gegênûtêmasultîtij gaĝayaĝ na êgjîttesênu tàn têliullugutitesênu sênu ula newtipunĝeg.	B:	Yes, and after this first practice is over, we'll know just how good our team will be this year.
A:	Mè wenig pilèg poĝjimilitàjig?	A:	Any new players this year?
B:	Èe, tapusijig màw. Newtèjit piley nujilegetêl tûaĝann. Sàm na tòĝ ugpigên gaĝayaĝ teluejig.	B:	Yes, there are two of them in all. One new pitcher. Sam's arm is supposedly finished, so they say.
A:	Gaĝayaĝ gisna mu. Na piley wègaw têlintàlegej êstêgè Samal, amujpa ginàsitew.	A:	Finished or not, that new pitcher will have to work hard before he can pitch like Sam.
B:	Nujimsênatêl na ap negêm piley. Ay'j tòĝ Atuen nugû wesam gisigûet ugjit ulaig maljewèjg.	B:	The catcher is also new. They say that Anthony is getting too old for these young fellas.
A:	Giasgiw angitètêmên me pugwelg gisiguit aĝ Atuen.	A:	If you really think about it, there are more players older than Anthony.
B:	Teliaĝ na. Etug jel pasêg nugù siwiet. Mò na naĝamasènug nujimsênuj.	B:	That's true. Well maybe he's just tired of it all. It's not easy being a catcher. (mesênuj: 'to be a catcher', an infinitive)
A:	Na tòĝ. Gè aĝĝamanej.	A:	OKay then, let's look at them.

: mimmic, memorize, manipulate

M-1

A:	Pileyewit nujlegetêl ula newtipunĝeg?	A:	Is the pitcher new this year?
	Pileyewit nujimsênatêl ula newtipunĝeg?		Is the catcher new this year?
	Pileyewit amgwesewey gaĝamij ula newtipunĝeg?		Is the first baseman new this year?
	Pileyewit patatujg igàtaĝanigtug gaĝamij ula newtipunĝeg?		Is the left fielder new this year?

M-2

B:	Èe, sàĝaweyaĝ nujlegetaĝ wesam gisigùepênaĝ.	B:	Yes, the old pitcher was getting too old.
	Èe, sàĝaweyaĝ nujimsênataĝ wesam wetêmègêpênaĝ.		Yes, the old catcher was too busy.
	Èe, sàĝaweyag amgwesewey gaĝamitaĝ wesam wetêmègêpênaĝ.		Yes, the old catcher was too busy.
	Èe, sàĝaweyag amgwesewey gaĝamitaĝ wesam siwiepênaĝ.		Yes, the old first baseman was getting fed-up.
	Èe, sàĝaweyaĝ patatujg gaĝamitaĝ wesam malègêpênaĝ.		Yes, the old left fielder was getting too lazy.

M-3

A:	Gisigùej gisna mu, na piley wègaw têlintàlegej êstêgè sàĝawey amujpa ginàsitew.	A:	Old or not, the new one will have to work hard before he can throw better than the old one.
	Ugtêmèg gisna mu, na piley wègaw têlintàgòĝàlaj êstêgè sàĝawey amujpa ginàsitew.		Busy or not, the new one will have to work hard before he can catch better than the old one.
	Siwiej gisna mu, na piley wègaw têl'gêlùsij êstêgè sàĝawey amujpa ginàsitew.		Fed-up or not, the new one will have to work hard before he's as good as the old one.

18 M-3 (Cont'd)

Malèg gisna mu, na piley wègaw têl'gêlùsij êstêgè sàĝawey amujpa ginàsitew.	Lazy or not, the new one will have to work hard befor he's as good as the old one.

18 M-4

B:	Èe, elegemg na mawimtuèg êl'gowaĝan tùàtimg.	B:	Yes, pitching is the hardest job in baseball. (tùàĝan: 'ball', animate)
	Èe, goĝàluj na mawimtuèg êl'gowaĝan tùàtimg.		Yes, catching is the hardest job in baseball. (goĝàluemg: 'grabbing', 'to catch')
	Èe, amgwesey gaĝaming na mawimtuèg tùàtimg.		Yes, being a first baseman is the hardest job in baseba
	Èe, patatujg igàtanigtug gaĝaming na mawimtuèg tùàtimg.		Yes, being a left fielder is the hardest job in baseball.

C-: converse, communicate

18 C-2

Setting: A: Allan, B: Sarah, and C: Jeannie have just heard about a swimming competition to be held in two weeks. They are discussing plans to enter the competition. The object is to swim across a lake and back, a distance of two miles.

C-2 (Cont'd)

A: Alên, B: Sèla aĝ C: Jīni gisnutêmàtij tegisêmimgewey nigatênòtimgewey wejgūaĝ tàpu aĝantièwti. Etêliwsgūtêmītij ugjit nasitànew. Ula na nigatênòtimg amujpa asoĝomàmên ĝospem aĝ ap apêtàmên, mâw tàpu mayl.

B:	Wen tepmêlgitàt wijèwin asoĝomàm na ĝospem?	B:	Who's brave enough to swim across that lake with me?
C:	Melgitày, paseĝ naa, gênegg na tàpu mayl.	C:	I'm brave, however, two miles is pretty far.
B:	Gatu gīl Alên? Ugsamjipasin paseĝ têlua; mò na talègtênug.	B:	How about you Allan? If you're scared, just say so. There's nothing wrong with that.
A:	Nīna, mè netawàm aĝ gil. Nīn na mawintawàm ula tèsīgw.	A:	Me? I can swim better than you can. I'm the best swimmer of the three of us here.
B:	Tel'tàsin na paseĝ. Mawintàginuen etuga.	B:	It's all in your mind. You're maybe the best braggart around here.
C:	Ge ênĝàtigw à. Etug je mò gey'tuoĝ gatu nīn mattègàp alà igtigipunĝèg. Gatu tujīw paseg newtèjgêp mayl.	C:	Why don't you two stop it. You may not know it but I was the winner last year. But then it was only for one mile.
A:	Mò talènug. Pè esgêmagw, àsugultoĝsêp pemiasoĝomàtioĝ gatu nīn pêminmiàs.	A:	It doesn't matter. Just wait, I'll meet you two going across when I'm already coming back across the lake.
B: aĝ C:	Nêmittesênu!	B: and C:	We'll see!

C-3

Setting: For the Summer Student Employment Program, a dozen students have been chosen to work on the Cultural Research project. The students are asked to interview older people for their recollections of various aspects of traditional Micmac culture. The students are grouped

18 C-3 (Cont'd)

in pairs. Each pair will choose one aspect of culture, for example, methods of hunting and fishing, etc.
A: Joseph and B: Albert have chosen to research cultural values, in particular virtues.

Ugjit na Nipgewey Agêsèwãluj Nujiginàmasultijig, newtisgãĝ je tàpu tèsijig gisimgênujig ugjit pannujĝatêmêg aĝ ilgwilmêg Mimajuaĝaney tãn telòltimg. Na etêllugutijig pipanimujig gêlulanew gisigũmimajuinũg ugjit negêmow tàn migwitètêmĩtij aĝ gey'tũtij. Ìtapusijig na tès. Tès na tapusijig megênmĩtij tès newtè piluamũg tãn telòltimg, êstêgè getantegemg gisna wesgemg.
A: Sòsep aĝ B: Al'pêt negêmow megênmititêl tàn nepugwĩtètêmgêl, giasgiwowey pejũlisapèwigêl.

B:	Tami tet têmg elàtĩgw?	B:	Where are we going first?
A:	Mu qiasgiw gey'tu. Têl'tàsigq nĩn mè gêlùgtêss natnêmùgq tàn mawgisiguit.	A:	I'm not sure. I would think it would be best to see the oldest person.
B:	Newtètêl'tàsi. Na têliaĝ, qè tòĝ natnêmianej nugumij. Tel'tèlêmg negêm mawgisiguit èpijig.	B:	I agree. If that's true, let's go see my grandmother. I think she's the oldest among the women.
A:	Gĩl niganàsi aĝ gĩl pipanigesites, gĩl oĝo gugumij. Nĩn pasêg êmsaĝanwĩgêtes tàn teluej.	A:	You go first and you ask the questions. After all, she's your grandmother. I'll just write down her answers.

They arrive at C: Albert's grandmother's place and knock.

Igãjig C: Alpêt ugumijêl wiguaĝ aĝ metetègejig.

C:	Gwè, nijantut, êpjilàtigw. Gcĝey elàtioĝ?	C:	Hello, my children. Make yourselves at home. Why have you come?

C-3 (Cont'd)

B:	Nugumĩ, pejipipanimulegêl na ênnueyèl pejùlisapèwigêl. Êntêlugowaĝaninên na ula nipg.	B:	Grandmother, we have come to ask you about Micmac virtues. That is our work this summer.
C:	Ênnueyèl pejùlisapèwigêl! Nisgam, sàĝ mênag wen nutuaĝ wesgùtêmugul naal.	C:	Micmac virtues! Goodness, it's a long time since I've heard anybody talking about those.
A:	Getù têluen mò wenig nugù gey'tùtigul.	A:	You mean to say nobody knows them anymore.
C:	Etug jel gey'tùtitêl un'jiwaĝ, gatu pugwelg mò èwumugul. Wesam têlòltĩgw nugù êstêgè Wapèg wàĝey.	C:	Perhaps they know them in their heads, but many do not practise them anymore. We're becoming too much like White people. *
B:	Têluegg nĩn, nugumĩ, gisigùmimajuinùg mu ginàmugsiweg ninen maljewèjuultieg, mà gisigjĩtuegêl.	B:	I would say, grandma, that if older people do not teach them to us, the younger ones, we'll never know them.
C:	Na tòĝ, nigè geginàmuloĝ. Amgwesey pejùlisapèwig na Melgitàmg. Tujĩw na mimajuaĝan màmun metuègêp, êmsêt wen amujpa melgitàp aĝ êpjilĩw jĩnêmug tàn getantùtip mimajuaĝan.	C:	OKay then, I'll teach you now. The first virtue is Bravery. Life was very hard in those days. You had to be brave to endure it, but especially for men who provided the living.
B:	Mò tel'tàsiwas mimajuagân metuèg tujĩw.	B:	I didn't think life was so hard then.
A:	Nugumĩ, mut têligsigawĩsiw. Pemwĩgêm na.	A:	Grandmother, don't talk so fast. I'm writing it down.
C:	Na nigè igaygw pejùlisapèwig Pusgitpĩgemg aĝ Tetpiatgênègemg. Êstêgè nigè, pana paseg, tàn tujĩw jĩnên nèpàj lentugêl, na apjiw sêmuetutal. Gey'toĝ oĝo tàn tujĩw unaĝapemêl nepàlij lentugêl na negêm sêmaten.	C:	And now we come to the virtue of generosity and sharing. (Virtues, in Micmac, are sacred and esteemed. They are therefore capitalized.) Take for an example, when a man killed a deer he shared it, knowing that when his friend killed a deer, he would also get his share.

This type of comparison based on race and nationality is common.

18 C-3 (Cont'd)

A:	Ò, êl'pa wijey aĝ masĝòtùn êgsulieweym.	A:	Oh, that's just like putting your money in the bank.
C:	Èe, pa suel wijey. Sīstewey na Gepmitètêmg Mélgigênòti tàn êmsêt goĝey wejiaĝ. Ginu na ênnuīgw teligtêlamsêtasultīgw êgjinisgam êmsêt tami wigit, gun'tewigtug, mitīsigtug aĝ wīsisigtug aĝ giasgiwowey mimajuinuigtug.	C:	Yes, it's almost the same. The third virtue is respect for nature. We people believe that the Great Spirit lives in everything. In rocks, in trees and animals, and especially in man.
B:	Na nigè nèwewey.	B:	And now the fourth one.
A:	Waĝajàtigw.	A:	Slow down you two.
C:	Nèwewey na Assumsimgewey. Èmsêt na wen assumsip. Mijuàjīj na mò gigjeywamêgêpênig, aĝ pana wijey êmsêt wen têlià mimajuinu. Gatu tès na wen weligjītoĝop ugtêpun aĝ wejòtgêp gismaweyn igtigi oĝo na nàtèl eygêp negêm ugmimajuaĝanêm.	C:	The fourth one is individual freedom (owning yourself). Everyone was his own boss. Children were not strictly disciplined and this continued into adulthood. Howeve this was counterbalanced by a strongly developed sense of responsibility and the need to belong to a communit for survival.
A:	À, gêlapis ugtejgewey.	A:	Ah, the last one finally.
C:	Pè têl'pi, gêpugjig pêteweyèmàttesnu. Na nigè ugtejgewey. Negêmewey na Gepmitèlmuj Gisigùmimajuinùg, aĝ màw Gepmitètêmêg Ênsêtuòĝon aĝ Gejītegemgewey. Tujìw na maljewèjg wijev telamùgup ugtêlugowaĝanuow êstêgè gisigug. Na tà goĝey gisigùg nenmītip aĝ gey'tùtip na maljewèjg menuegètip. Gel'tana na maljewèjg gepmitèlmàtipêni un'gīgua aĝ gisigù ugjit ula nepugwitètasêg geqênùtêmasimgewey.	C:	Sit still; we'll have some tea soon. Now the last one. It is respect for old peopl and also respect for wisdom and knowledge. In those day younger people lived the sa way their elders did and the techniques developed by elde were prized. So the young people had tremendous respe for old people and for thei valuable knowledge.

B C-3 (Cont'd)

B:	Welàlieg nugumì.	B:	Thank you, Grandma.
C:	Mò na talènug. Ul'tàsigg na mè pugwelìtij maljewèjg petnêmììtij aĝ pipanimìtij tàm paseĝ goĝey sàĝawey.	C:	It's nothing. I would be happy if more young people would come to visit me and ask me about something historical.
	Tepiaj, pè pêteweyèmanej.		Let that be enough. Let's have (ourselves) some tea.

E-1

Do the following exercise on degrees of comparison. Mè jemu, 'more than', is the comparative degree. Maw, 'most', is the superlative degree. Note that all the English adjectives in this exercise occur in Micmac as adjectival verbs. Also try to predict what the person names would be in Micmac. If you can't, look them up in the list at the end of the text.

1.	Jàn pitoĝsit.	A:	John is tall. (Lit: John, he talls).
	Mê pitoĝsit jemu gìl.	B:	He's taller than you are.
	Èe, maw pitoĝsit ula tet.	A:	Yes, he's the tallest around here.
2.	____________ apjèjìjit.	A:	Alice is small.
	____________	B:	She's smaller than you are.
	____________	A:	Yes, she's the smallest around here.
3.	____________ mesgilg.	A:	Terry is big.
	____________	B:	He's bigger than you are.
	____________	A:	Yes, he's the biggest around here.

18 E-1 (Cont'd)

4.	________ nènaĝjìjit.	A:	Grace is light (in weight).
	________	B:	She's lighter than you are.
	________	A:	She's the lightest around here.
5.	________ alũsat.	A:	Catherine is skinny.
	________	B:	She's skinnier than you are.
	________	A:	Yes, she's the skinniest around here.
6.	________ wigewit.	A:	Mabel is fat.
	________	B:	She's fatter than you are.
	________	A:	Yes she's the fattest around here.
7.	________ toĝaĝjĩjit.	A:	Mathew is short.
	________	B:	He's shorter than you are.
	________	A:	Yes, he's the shortest around here.
8.	________ maĝtawigênegsit.	A:	Gladys is dark (in colour).
	________	B:	She's darker than you are.
	________	A:	Yes, she's the darkest around here.
9.	________ wapigênegsit.	A:	Brenda is light (in colour).
	________	B:	She's lighter than you are.
	________	A:	Yes, she's the lightest around here.
10.	________ wapestaĝèg.	A:	Roland is pale.
	________	B:	He's paler than you are.
	________	A:	Yes, he's the palest around here.

18 E-2

Do the following exercise on the existential and the locative. Both appear as eyg, 'he's there' (locative) or 'there is', 'there exists' (existential).

1.	Tami nujimsênatêl eyg?	A:	Where's the catcher? (locative)
	Tel'tèlêmg gesênugat.	B:	I think he's sick. (tel'tèlêmg: 'I think of him')
	Ansuèg. Pasêg negèm eyg tàn tel'gêlùsit.	A:	That's too bad. He's the only one who's that good. (existential) (Lit: Only him there is who he's that good)
2.		A:	Where's the pitcher? (nutlegetêl: 'pitcher')
		B:	I think he's sick.
		A:	That's too bad. He's the only one who's that good.
3.		A:	Where's the player? (tùowinu: 'player')
		B:	I think he's sick.
		A:	That's too bad. He's the only one who's that good.
4.		A:	Where's the left fielder? (patatujg igàtaĝanigtug gaĝamij: 'left fielder')
		B:	I think he's sick.
		A:	That's too bad. He's the only one who's that good.

18 E-2 (Cont'd)

5. ______________________ A: Where's the first bas
(amgwesewey gajamig:
baseman')

______________________ B: I think he's sick.

______________________ A: That's too bad. He's
only one who's that g

____

18 E-3

Do the following exercise which contrasts the indicat
the simple infinitive, and the complement infinitive.

1. Gesatêmên mesenewen? A: Do you like catching?
(indicative) (Lit: Do
like it you catch)

Èe, gisòĝon na mesênewemg. B: Yes, it's fun to catc
(simple infinitive)
(Lit: Fun is to catch

Etawaĝtemay gĩl ulimsênewen. A: I hope you catch well
(complement infinitiv
(Lit: I hope for you
catch well)

2. ______________________ A: Do you like pitching?
(elegey: 'I pitch')

______________________ B: Yes, it's fun to pitc

______________________ A: I hope you pitch well

3. ______________________ A: Do you like to play b
(tũay: 'I play ball')

______________________ B: Yes, it's fun to play

______________________ A: I hope you play ball

8 E-3 (Cont'd)

4.

A: Do you like to play left field? (patatujg igàtaĝanigtug gaĝaming etêlmilàsi: 'I am playing left field')

B: Yes, it's fun to play left field.

A: I hope you play left field well.

5.

A: Do you like to play first base? (amgwesewey gaĝamimg etêlmilàsi: 'I am playing first base')

B: Yes, it's fun to play first base.

A: I hope you play first base well.

E-4

Do the following exercise on benefactives.

1. El'tùn na ugjit Sàn?

A: Are you making that (pointing) for John? (el'tu: 'I make it)

Èe, el'taĝ.

B: Yes, I'm making it for him. (present benefactive)

Nìn el'taĝap elg newtè.

A: I made one for him too. (past benefactive)

El'têmg na gisòĝon tàn getùwen el'tuj.

B: Making it is fun, regardless of who it's for. (el'tuj: 'to make it for somebody', an infinitive)

18 E-4 (Cont'd)

2. ____________________ A: Are you singing that
for Alice?
(getapegiey: 'I sing

____

____________________ B: Yes, I'm singing it f

____________________ A: I sang one for her to

____________________ B: Singing it is fun, re
less of who it's for.

____

3. ____________________ A: Are you buying that f
Terry?
(wejàtu: 'I buy it')

____

____________________ B: Yes, I'm buying it fo

____________________ A: I bought one for him

____________________ B: Buying it is fun, reg
less of who it's for.

____

4. ____________________ A: Are you carving that
Grace?
(iluĝsêm: 'I carve it

____

____________________ B: Yes, I'm carving it f

____________________ A: I carved one for her

____________________ B: Carving it is fun, re
less of who it's for.

____

5. ____________________ A: Are you doing it for
Catherine?
(gisàtu: 'I do it', '
it to be')

____

____________________ B: Yes, I'm doing it for

____________________ A: I did one for her too

____________________ B: Doing it is fun, rega
of who it's for.

____

E-4 (Cont'd)

6. ____________________ A: Are you washing it for Mathew? (gesispàtu: 'I wash it')

____

____________________ B: Yes, I'm washing it for him.

____________________ A: I washed one for him too.

____________________ B: Washing it is fun, regardless of who it's for.

____

E-5

Do the following exercise on coordination. Be sure to first read the Note to the Student, 4-.

1. Sàn pegwatelgês wen'jìguom? A: Did John buy a house?

____________________ B: He bought a house and a wagon. (tepaĝan: 'wagon')

____

2. ____________________ A: Did John buy a rifle?

____________________ B: He bought rifles and wagons.

____

3. ____________________ A: Did John buy chairs?

____________________ B: He bought a table and chairs.

____

. ____________________ A: Did John buy a horse?

____________________ B: He bought a horse, a cow, and a sheep. (jijgêluewj: 'sheep')

____

18 E-5 (Cont'd)

5. ______________________ A: Did John buy a dog?

______________________ B: He bought a dog and a chicken.

______________________ (gòĝolìgwej: 'chicken

18 E-6

Answer the following questions on this lesson in Micm (Hand in for correction.)

1. Taliaĝ tès piley newtipunĝeg?
2. Mè wenig sàĝawèg punmilitàjig?
3. Talàteget Atuen punmilàsij?
4. Metuèg gisna naĝamasèg nujimsênuj?
5. Goĝey ula nigatênòtimg?
6. Wen melgitàt?
7. Wen mawintàginuet?
8. Wen mattègess alà igtigipunĝèg?
9. Goĝey na Nipgewey Agesèwàluj Nujiginàmasultijig?
10. Tami tet têmg elàtijig?
11. Goĝey ugjit Al'pêt ugumijêl?
12. Goĝèl na ênnueyèl pejùlisapèwigêl?

18 E-7

Write, in Micmac, eight questions that can be answere by any part of this lesson. Be prepared to answer th orally. (Hand in for correction.)

18 E-8

Write a conversation based as much as possible on this lesson's material. Experiment with the structures explained in the Note to the Student. (Hand in for correction.)

18 E-9

In the following story, you will learn about pre-marital adulthood, courtship, and marriage in traditional Micmac society.

Gès mu Maliêwimêg aĝ Maliêwimq.

Tàn tujĩw jĩnêmuĩj gisnèpàj amgwesewêl tiàmul aĝ giasgiwowey jĩnêmuĩj, na elg tujĩw poĉjimatênaggep nenugsin aĝ ginitêlêmugsin. Wègaw gisniganpuguàsin, Migêmewey jĩnêmuĩj na amuj têmg gelũsip nujigtantegemg. Tàn na wen wetaqutg mô aĝĝattasâgtênugup ugjit maljewêjg jĩnêmug.

Wègaw ugjit maljewèj jĩnêm tèpênmên ginitèlêmugsin, amuj pa getôĝimujgajeweyit getantegemg, amuj pa elg getôĝimelqitàt ugjit matên'timg. Aĝ màw elg amuj mô nepaĝtêmug aĝ amuj welmêtoĝ aĝ welingênmuaji êmsât mimajuinũ aĝ tàn mittugalji. Aĝ pana amuj yapjiw penoĝitêlsit aĝ mà ginjesiqw.

Vocabulary:

maliêwi	I am married (from French: marié)
nenugsi	I am known
ginitèlmugsi	I'm well thought of (to a high degree + I think)

gisiniganpuguàsi (gisi + nigantug + alpugui)	I have become the leader (Lit: I am standing at t front) (action completed + in front + I'm standing)
wetagutêm...	I am descended from...
tepêng/tepênêm	I can reach him/it
getôĝimujgajeweyi * (getôĝi + mujgajewey + i)	I am the very best (the ultimate the best + I)
getôĝimelgitãy (getôĝi + melgitãy)	I am the bravest (the ultimate + I am brave)
matên'timg (1)	war
elg	also
nepaĝtêm	I am stingy
welmêtu	I am good natured, kind
weligênmuey	I am generous
mittugey	I visit
penoĝitèlsi	I am humble
ginjesi	I am vain

Ugjit èpitèsg, gis têlueten negêmow ginitèlmutêpênig,
tipênig, welièpiteultipênig aĝ gesgelêmsultipênig.
eytênugup nutêmên winewõgemg gisna tapuowõgemg. Aĝ
mà nêmitũn wesgalgaĝan gisna matũêgsalgaĝan tepaw èp
gisna jĩnêmjĩjg.

Jĩnêmjĩjg na majuggatêmĩtip êtpêlutaĝan aĝ mà êngatê
tigul ujjual wigual gêlapis eta tàn tujĩw gwiluàtij
èpitèsg ugjit malièultinew. Jĩnêmjĩj tàn ĝasèg wèji
èpitèsel welamatêl sêmtug lietal ujjal aĝ gêlumatal,
na èpitès mà ul'tètêmug gêlapis ujjêl têmg ul'têmêni
Na jĩnêmjĩj tujĩw pipanimatal ula jĩnêmul ul'tètêmên
gisiwigin wiguaĝ, giasgiwowey na pipanimatêl ul'tète
maliẽwinew ugtusêl, tàn negêm teluet màmunigsalatêl.

---

* Note that in derived verbs, the -i does not become
it does in non-derived vèrbs such as nestueyy.

18 E-9 (Cont'd)

Êl'pa na têliaĝ ula jĩnêm mò wel'tètêmug, na sêmtug nàtèl têl'têlimatal aĝ mã goĝey ugjianug aĝ mà wen tal'tètêmug. Ula jĩnêmjĩj pasèg sèg êlgwiluatal èpitèsêl. Gatu têliaĝ jĩnêm ul'tètq, na têlimatal pipanim êntus. Amuj na elq mãw èpitès wel'tetq. Mò na wen gesêmoĝjàlamêgêp ugsuàlan tàn wen mò pewalaqul. Maljewèjq na qiasqiwowey neqêmow meqênàtipêni weni neqêmow maliëultita, gatu elq teliaĝap un'qĩqua qaĝĩsq telimtĩtipêni tã nu weni mè qêlusultêlita uqjit neqêmow. Na jĩnêmjĩj ap elq amuj pipanimatêl epitèsêl uqqijêl.

À na nigè lietal èpitèsêl, ugjit elq neqêmal ul'têmênin. Nat goĝey na igênmuatew, na èpitès ul'tetq na ugsuạttew ula tã goĝey igênêmuj, aĝ elq neqêm igênmuatal jĩnêmjĩjêl nat goĝey tàn neqêm gisitoĝ.

Vocabulary:

welièpitewi	I am a good wife, mother, woman
gesgelêmsi	I am self-restrained, prudish (Lit: possessive of myself)
winowògey	I talk bawdy or lewd language
tapuowògey	I say words having a double meaning (double entente)
wesgaĝalmêq/wesgaĝaltêm	I kiss him/it
matñêgsalgaĝan (1)	loveplay
majuqgalq/majuqgatêm	I follow him/it
êtpêlutaĝan (1)	a law, custom
naĝalq/naĝtêm	I leave him/it
qwilaĝ/qwilêm	I search for him/it
wèjĩq/wèjitu	I find him/it
welamq/welaptêm	I find him/it attractive
gelumq/gelutêm	I ask for him/it

18 E-9 (Cont'd)

wigi...	I live at...
êntus (q)	my daughter
màmunigsalg/mànunigsatêm (màmunīw + gesalg/gesatêm)	I love him/it very much (very much + I like him/it)
wejiey...	I am coming from...
sèg	in another place
gesêmoĝjàlêg/gesêmoĝjàtu	I push, persuade him/it
wesuàlêg/wesuàtu	I take, choose him/it
pewalg/pewatêm	I want him/it
megênêg/megênêm	I pick him/it
nên'gīgug	my parents
gaĝīsg	often
teluey	I say
telimg (telimtītipêni)	I tell him (they were told by them)
gisīg/gisitu	I made him/it

Na nigè tàn tujīw êmsêt wen gisiul'tetg aĝ ula igênmu
gêl wel'tetasêg, na jīnêmjīj ênmietew aĝ giasgiw ênĝa
negêm un'gīgu aĝ apsgwàsitew èpitèsêl wiguaĝ ugjit nàt
wigin newtipunĝeg ugjit lugowan ula ugjiljêl. Amuj p
neyàlsip tepijêlûsin êgtantegewinu aĝ gissêman pugenn
Amuj pa neyàlsip ulmêtun, êntàêgtêlamsêtêmên aĝ êntaw
mên emsêt goĝey eliaĝ ugjit gelugg mimajuaĝan. Èpitè
elg na negêm amuj pa musgàlsip gêlûsin elīsewemg, elû
lasguaĝ, gwitênn, êntawoĝsewen, êntapsgàtun aĝ êntawī
men anguowey, tàn tèsêg goĝey ugjit igênmasin gelugg
èpitewimg.

Ula na newtipunĝeg wejgûaĝ mà samàlagul ula èpitèsêl,
giasgiwowey oĝo mênaĝ na maliêwīgw. (Maliêwimg na
giasgiwowey Wen'jueyey gêlusuaĝan, Ennueyey na Toĝopu
'timg) Na nigè newtipunĝeg gaĝayaĝ ula Toĝapuguàl'tim

18 E-9 (Cont'd)

igâĝ. Jînêmjîj uńgîgu pejimittugalâtiji èpitès uńgîgu. Êmsêt wen gipanimut ul'tètêmên ula Toĝopuguâl'timg. Na têliaĝ mê wen asgitètêmug, na newtè nâgweg igâtasêttêtew ugjit ula wejgûaĝ wigupâl'timg. Na nigê ula jînêmjîj sêmtug majâsip najigtantegep gêlamr.. na pugweltêtew aĝ teplatew mijipjewey ugjit êmsêt wen. Tân na tel'gaĝismilamûg, wius, nêmèjuey aĝ amuj pe gaĝtepiatew pêtew.

Vocabulary:

wel'telmēg/wel'tètêm	I find him/it agreeable
igênmuemg	a gift (Lit: something which is given)
enmiey	I'm going home
apagwâsi	I return
ênilj	my father-in-law
neyyâlsi	I reveal, expcse myself (for example, to reveal a crime)
netagtêlamsêtêm (neta + getâlamsêtêm)*	I am obedient (Lit: I know how to believe) (I know how + I believe)
netaweyaĝ/netawâtêm (neta + wâtêm)	I know how to handle him/it (I know how + to handle)
nusgâlsi	I display, show myself (for example, to display a collection)
ellewey	I saw
[illegible] (g)	a snowshoe
netawoljewey	I'm a good cook
pasêâtu	I skin it
egaowey (l)	an animal hide, pelt
wisun (l)	a name also a reputation
samâlâĝ/samâtu	I touch him/it

---

*Note that g does not become ĝ after a when there is an intervening morpheme boundary.

18 E-9 (Cont'd)

toĝopuguàl'timg (1)	a wedding (Lit: to be made to star together)
asgitèlêmg/asgitètêm	I have bad feelings abou him/it
tepiey	I have enough
telgaĝismilamùg (tel + gaĝisg + milamùg)	of many different kinds (how + often, many times + k
wius	meat

Na nàgweg igàĝ, êmset tàn tèsìtij na mawiejig. Newtè
na eyg tàn negêm ugtêlugowaĝan na nujòtgêl ula toĝopu
timgêl. Gitg na amuj têmg gelulujig. Jìnêmjìj na ne
geluljì gisigù, aĝ ujjêl aĝ ula tàn niganpuguit toĝapuguàl'timg.
Èpitès na elg negêm gelulut, gisuguìsgw
aĝ uggwijêl aĝ elg niganpuguit. Gitg na gegênuàtuji
gêlùsinew ennuimg, mu ewleyatinew, mu ewlèjinew aĝ mu
wen piluèl êgsalanew pasêg eta negêmow. Telimujig u
janinew aĝ êgsalanew un'janua tàn igênmuji.

Na nigè gitg elàlujig ula tàn wigupàl'timg usgewàsêt
Jìnêmjìj na negêm elàljì igtigi jìnêmjìjg witapa, aĝ
èpitès negêm èpitèsg witapa. Na nigè êmsêt epitàjig
jinêmjìj wijitgweywaji jinêmjìjg aĝ èpites wijitgwey
èpitèsg. Na nigè gitg elàmujig aĝ gitg igênmuji ula
Ula na eptaĝang gès wijey gitg teligijig pasêg mu gi
Na nigè niganpuguit àsutêmat, aĝ eta me giasgiwowey,
elietêl èpitèsêl aĝ ulaal telimatêl.
"Ula gilu gêpugjig maĝĝuttes, mò gey'tùn tàn gistêli
gayulis êl'pa na angitètêmên nat goĝey gistêliewlàla
êgjìnêmum. Nìn telimul ulètes aĝ pugweltew wèjitùn
welàlêsg nègaw ulinnuin, mu òpêlàlawj wijinnùg aĝ êp
êgjìnêmum, aĝ màw telimul mà uleyùn aĝ pugweltew wej
ewlàlêsg piluey na tuen nenmasg èpiteweym gisna pisù

E-9 (Cont'd)

ewlàlej wijinnu." Tês na goĝey teluej na mimajuinũg wel'tètêmĩtij.

Vocabulary:

mawiemq	a gathering
nujeyaĝ/nujòtêm	I manage him/it
nigan'pugui	I am the leader, master of ceremonies
gegênuàtuey	I am an informer, a bringer of news
gegênuàtaĝ	I inform him
ewleyaĝ/ewlotêm	I treat him/it badly
ewlèji	I am poor
un'jani	I have children (Lit: I am childrened)
elàlêg/elàtu	I transport him/it
wesgewàsi	I am at such a place
epàsi	I sit down
wijitgweyaĝ	I accompany him
wijitgwòtêm	I witness it
elãmaĝ	I put food in his plate
nulaĝan (q)	my food dish
eptaĝan (q)	a plate
teliqi (tel + iqi)	I have a certain appearance (how + appearance)
àsutêmay	I pray
nilu (l)	my food
apuqjiq	soon
q̂q̂utêm	I eat it
asgayway	I am harmful
asgayaĝ/asgòtêm	I harm him/it
welàleg	I am kind to him

18 E-9 (Cont'd)

nègaw	all along, the whole ti
òpêlàlêĝ/òpêlàtu	I do him/it wrong
wijinnu (wijey + ennu)	a fellow person (the same + person, ind
êpjilīw	especially
nenaĝ/nenêm	I know him/it
èpitewey	womanhood (Lit: belonging to a wo
pisù	for no reason, for ncth for free

Gès ula wesgewàsêg, newtèjit jīnêmjīj tàn witapewītit
getumalièwilitêl aĝ ap newtèjit igtig èpitès tàn wita
pewītitêl èpitèsêl getumalièwilitêl na negêmow gitg
ugsisgweyàtijig, nàtami wetneyàtijig aĝ telitutgig ês
mò gey'tùtigweg tàn tellugètij, na tujīw sàsèwàtuàti
ula malièwiniji ulaĝanua tàn tujīw sigupàtij. Jīnêm
nigè negêm ulaĝan epitèsuèl aĝ èpitès nigè negêm ulaĝ
jīnêmjījjuèl. Na tujīw ap elàmujig gitg aĝ na tujīw
êstêgè màmun paĝalayyītij telimtijig ala wen nigè geg
matītiji ulaĝanua. Na tujīw ula niganpuguit sêmtug n
sing aĝ sapèwitêlimaji, "Ula na Êgjinisgam negêm gis
aĝ telpewatg. Negêm na na teltêlimugsīgw wel'tetg ul
gilew nigè toĝapuguàtioĝ. Nigè na gilew gitg wijèg
gulaĝanuaĝ êstêgè gitg gilew na nigè gilew wijèg. Na
têliaj. Uleyītij gitg aĝ êpgitawsītij."

Na nigè êmset wen wel'tàsualaji ula pilè gisitĝopuguà
jig, wesaĝanmujig aĝ wel'tàsualujig. Na nigè majàsêg
wīgupàluaĝan, amalgal'timg aĝ gisòĝon. Mè ap ênmiaĝ
nàĝeg na wijey nàgweg, ula gitg ugtêmalataĝ wijèl têm
aĝ gitg negêmow asutêmataĝ aĝ têlimàtital Êgjinisgam
welàlieg.

18 E-9 (Cont'd)

Vocabulary:

ugsisgwey (1) (ênsisgw + ewey)	a mask (Lit: belonging to the face) (my face + belonging to)
telitutêm (teli + tutêm)	I assume a certain behaviour (how it's done + a certain behaviour)
sigutêm	I empty it by eating
sigupg	I drank his place dry
elàmay	I put food in my dish
pàĝalayy	I am surprised
sapewitêluey (sapèwig + teluey)	I say it solemnly (it is holy + I say it)
Êgjinisgam	Great Spirit
na na	that's that (Lit: is that)
pegitawsi	I have a long life
pileyewi	I am new
nàĝeg	ahead, in the future
wetêmay	I smoke
têmaĝan	a pipe

Answer the following questions. (Hand in for correction.)

1. Goĝey pewatg jìnêmjìj wègaw gisniganpuguàsin?
2. Goĝey mà eygtênug nutêmên?
3. Talàteget jìnêmjìj wèjiaj èpitèsêl?
4. Taliaĝ jìnêm mu ul'tètêmug?
5. Wenig megênàtisêni malièultinew?
6. Goĝey ugjit jìnêmjìj wejiwigij èpitèsêl wiguaĝ newtipunĝeg?
7. Talneyàlsit èpitès negêm gêlùsin èpitewimg?
8. Goĝey maĝĝuttaĝ toĝopuguàl'timg?
9. Talluget niganpuguit?

18 E-9 (Cont'd)

10. Goĝey gegênuàtujig gitg malièwijig?

11. Weni wijitgweywaji èpitès?

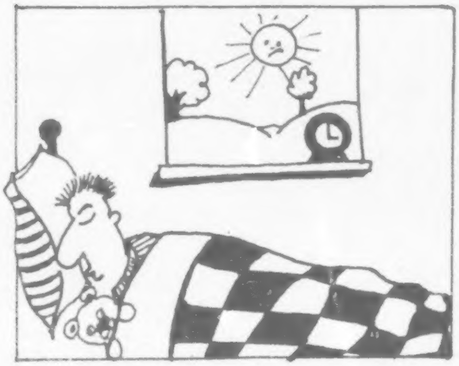
12. Taligijig eptaĝamg?

13. Goĝey mimajuinũg wel'tètêmītij?

14. Goĝey ugjit pàĝalayy'gig? *

15. Goĝey sapèwitêluej nigan'puguit?

16. Ap goĝey igtig têlàtegetaĝ nàĝeg enmiaĝ?



---

* The spelling of the word pàĝalayy'gig will seem less surprising if you study the paradigms of -ey verbs (see lists at end of text). The apostrophe indicating voici could be omitted since there is a morpheme boundary preceding the g: - gīg (see Micmac Orthography rule 1(b The double y's, -yy-, occur with duals in -ey verbs; paĝalayyoĝ, 'you(dual) are surprised'; paĝalayyeg, 'we (dual,exc) are surprised'; paĝalayy'gig, 'they(dual) ar surprised'. Note, however, that -yy- does not occur in paĝalayũg, 'we(dual,inc) are surprised'.

Note to the Student

1- The verb eym in Micmac can have two meanings. One of its meanings is to indicate a location, the other to indicate the existence of something. The first is therefore called a "locative", the second an "existential. Carefully study the following examples: (nujoĝsewet: 'cook')

1.	Tami nujoĝsewet eyg?	Where's the cook? (locative)
2.	Mu lamuguomg eymug?	Isn't he in the house? (locative)
3.	Nujoĝsewet eyg?	Is there a cook? (existential)
4.	Eyg nujoĝsewet.	There is a cook. (existential)
5.	Tami nujoĝsewet eyg êlpana nujoĝsewet ìgg?	Where's the cook (locative) if there is a cook (existential)?

The second occurence of 'cook' does not have to be pronominalized in Micmac. However, it can be as follows:

6.	Tami nujoĝsewet eyg êlpana newtèjit ìgg?	Where's the cook if there is one. *

- In lesson 17, we encountered a type of infinitive which we called the complement infinitive. This, we saw, was an infinitive in so far as it was a verb which did not take bound person pronouns although it was marked for number.

Pronominalization should be looked at in detail in Micmac. Unfortunately, due to time restrictions, this will not be possible here. However, for future study, we suggest a close look at optional and obligatory pronominalization, and at forward and backward pronominalization.

Note to the Student (Cont'd)

In this lesson, we find a true infinitive in that it ta none of the regular declinable endings. We call this infinitive, the "simple infinitive". It is formed by adding -mg to the verb stem. Carefully study the following examples where the verb stem is amalga-: 'to dance'.

1.	Gesatêmên amalgan?	Do you like to dance? (Lit: Do you like it, you dance)
2.	Gesatêmên amalgamg?	Do you like to dance? (Lit: Do you like it to dance)
3.	Gisòĝon na amalgamg.	To dance is fun. -or- Dancing is fun. (Lit: Fun is to dance)

Note that the simple infinitive, unlike the complement infinitive is not introduced by another sentence. The simple infinitive is also best translated by English "to + verb" or "verb + ing".

3- The term "benefactive" implies "for the benefit of" an is found in English as prepositional phrases such as "for me", "for you", "for him", etc. Similarly, in Mi this can be expressed by ugjit nîn, ugjit gîl, ugjit n

In fact, this prepositional phrase is the only way of expressing benefactives with imperatives:

1.	El'tu	I make it. (for example, house', wen'jiguom, inani
2.	Elîg.	I make it. (for example, bow', tapi, animate)
3.	Êl'tu!	Make it! (imperative, inanimate object)

Note to the Student (Cont'd)

4. Li! — Make it! (imperative, animate object)

5. Êl'tu ugjit negêm. — Make it (inanimate) for him.

6. Li ugjit negêm. — Make it (animate) for him.

The prepositional phrase, ugjit negêm is also necessary with questions. For example:

7. El'tũn na ugjit negêm? — Are you making it for him?

When declarative statements are used, the benefactive can be indicated by a "combined pronoun" on the verb. This is called a combined pronoun because it signals the presence of two pronouns, an agent and a recipient, within the same form. For example:

8. El'taĝ. — I make it for him. (-aĝ: 'I-him')

For emphasis or clarification, the prepositional phrase, ugjit negêm, can be added:

9. El'taĝ ugjit negêm. — I make it for him. (Lit: I make it for him, for him)

Carefully study the following where the benefactive is signalled by a combined pronoun:

10. (8.) El'taĝ. — I make it for him.

11. El'taj. — You make it for him.

12. El'tuaj. — He makes it for him.

13. El'tul. — I make it for you.

14. El'tasg. — He makes it for you.

Note to the Student (Cont'd)

15.	El'tuin.	You make it for me.
16.	El'tuij.	He makes it for me.

These forms should not be confused with the subjunctive benefactive which sometimes differs only in the first sound. Compare the following to 11, 12, 13:

17.	Êl'taĝ.	If I make it for him.
18.	Êl'taj.	If you make it for him.
19.	Êl'tuaj.	If he makes it for him.

When number is added to the combined pronouns of 10-16, then the forms are as follows. To keep things simple, only the object will be pluralized. Compare 20-26 of the following to numbers 10-16:

20.	El'taĝig.	I make it for them.
21.	El'tajig.	You make it for them.
22.	El'tuaji.	He makes it for them.
23.	El'tuloĝ.	I make it for you (plur).
24.	El'tugsioĝ.	He makes it for you (plur
25.	El'tuieg.	You make it for us.
26.	El'tugsieg.	He makes it for us.

These forms again change if the subject is plural and object singular, or if both are plural. Much more tim would be required to investigate these changes and the regularity. We will do this a little more extensively in studying the combined pronouns of transitive verbs the next lesson. For the moment, be sure that you

Note to the Student (Cont'd)

understand the notion of combined pronoun and try to learn at least a few of the singular forms that you encountered in this section.

4- We will now briefly examine coordination in Micmac. Coordination involves the combining of two sentences into one sentence. This can only happen when the sentence contains the same verb (verb coordination) or the same noun (noun coordination). For example, the following two sentences share the same verb:

1.	Pegwatelgêp pêtaw'ti.	He bought a table.
2.	Pegwatelgêp nutputi.	He bought a chair.

These two sentences can be conjoined as follows:

3.	Pegwatelgêp pêtaw'ti aĝ pegwatelgêp nutputi.	He bought a table and he bought a chair.

However, since these sentences have identical verbs, the SECOND occurence of that verb may be deleted:

4.	Pegwatelgêp pêtaw'ti aĝ nutputi.	He bought a table and a chair.

Let's indicate by Ø that something has been deleted in sentence 4. Then we can give sentence 4. the following surface bracketing:

5.	(Pegwatelgêp pêtaw'ti)$_{S_1}$ (aĝ Ø nutputi)$_{S_2}$)$_S$	He bought a table and a chair.

Notice that when the verb occurs BEFORE the object, then that verb refers only to that object and not to the one following the aĝ since this is in a separate sentence.

Note to the Student (Cont'd)

That is, in 5., pegwatelgêp refers only to pêtaw'ti since they are both within the same sentence, S_1. When the verb occurs AFTER the object, then anything conjoin by aĝ serves as object to that verb. Two singular obje make up a plural object and the verb shows this in its agreement:

6. Petaw'ti aĝ nutputi pegwatelgêpênn. — He bought a table and a chair. (Lit: A table and a chair he bought them)

Sentence 6. can only be bracketed as one sentence since pëtaw'ti aĝ nutputi function as a complex noun phrase for the verb (V) pegwatelgêpênn:

7. $\Big(\text{(Petaw'ti aĝ nutputi)}_{NP}\ \text{(pegwatelgêpênn)}_{V}\Big)_{S}$ — He bought a table and a chair.

Understanding the bracketing of sentences 5. and 7. is crucial to understanding coordination in Micmac. On t basis of 5., we can now understand the following examp Note when the verb is plural and when it is singular:

8. Pegwatelgêpênn pêtaw'tĩl aĝ nutputi. — He bought tables and a chair.

9. Pegwatelgêp pêtaw'ti aĝ nutputĩl. — He bought a table and chairs.

If the verb were to occur after the coordinated noun phrase, then it would automatically become plural as i 7.:

Note to the Student (Cont'd)

10. Pêtaw'tĩl aĝ nutputi pegwatelgêpênn. He bought tables and a chair.

11. Pêtaw'ti aĝ nutputĩl pegwatelgêpênn. He bought a table and chairs.

Until now, we have examined verb coordination with inanimate objects. The same rules apply when the object is animate. Carefully study the following:

12. Pegwateluapênn tèsipowl. He bought a horse (obviative).

13. Pegwateluapênn wen'jitiãmul. He bought a cow (obviative).

14. Pegwateluapênn tèsipowl aĝ wen'jitiãmul. He bought a horse and a cow.

15. Tèsipowl aĝ wen'jitiãmul pegwateluapêni. He bought a horse and a cow.

16. Pegwateluapênn tèsipowl aĝ wen'jitiãmu. He bought a horse and cows.

17. Pegwateluapêni tèsipowg aĝ wen'jitiãmul. He bought horses and a cow.

When coordinating animate and inanimate sentences, a structure such as 7. cannot result. Such a restructuring is not allowed. Rather, what is allowed is identity deletion and the maintaining of a clear sentential identity as in 5. In fact, to assure the separateness of the sentences, aĝ màw, 'and also' is used:

18. Pegwateluapênn tèsipowl aĝ màw pesgewey. He bought a horse and also a gun.

19. Pegwatelgêp pesgewey aĝ màw tèsipowl. He bought a gun and also a horse.

Note to the Student (Cont'd)

20.	Pegwateluapêni tèsipowg ag̑ màw pesgewèl.	He bought horses and also guns.
21.	Pegwatelgêpênn pesgewèl ag̑ màw tèsipowg.	He bought guns and and also horses.

As long as ag̑ maw is used to keep the conjoined sentenc apart, then the verb can also occur AFTER the object:

22.	Pesgewey ag̑ màw tèsipowl pegwateluapênn.	Lit: A gun and also a horse he bought.
23.	Tèsipowl ag̑ màw pesgewey pegwatelgêp.	Lit: A horse and also a gun he bought.
24.	Pesgewèl ag̑ màw tèsipowg pegwateluapêni.	Lit: Guns and also horses he bought.
25.	Tèsipowg ag̑ màw pesgewèl pegwateluapênn.	Lit: Horses and also guns he bought.

We have until now examined verb coordination. We saw that sentences with identical verbs can combine in special ways. The same is true for sentences involvin identical nouns. Unfortunately, due to limitations of time, we will not be further examining coordination in this book. We recommend this to you as a special proje for further study.

COKE
SNIF
DARN IT!

Wapus Geluluet (part 3)

"Netawȃmên?" maljewèjg giȗnigaĝ pipanimȃtitêl? "Moĝwȃ — mè mênaĝ." Wapus wesgewtêluet, "gatu gisginȃmasites na." Wapus na yapjiw gisgajèg tȃn pasêg goĝey ugjȍtêmên.

Na wejipsetoĝ samuĝan. Êl'pa moĝwȃ welimȃĝtênug. Na umaĝĝjigeweym mesgȉg egwijȃtoĝ — nisgam, tegpȃĝ! Apêtnatĝegej ula umaĝĝjigeweym. Na nugȗ gès miltoĝsij aĝ egwijȃlsij aĝ natĝȃlsij gêlapis gatu gisgwijasuget gêlapis ugpusgung aĝ poĝjimatȗgênȗtêmasit tȃn telȃmêg. Ula giȗnigaĝ pasêg aĝĝamȃtitêl, ȋêgsêmtȍtultijig aĝ wesgeweywȃtitêl. Na Wapus gesêmtȍsit uggwatêl ugtejgȇl aĝ pana sêmtug enmigtapȃtaĝ aĝ amujpa ginàsit al'paĝtȍsit gêlapis wèjitoĝ maĝamigew.

Vocabulary:

wesgewtêluey (wesgeweyy + teluey)	I talk cheerfully (I smile + I talk)
gisgajeyy	I am ready
wejȍtêm	I try it
wejipsetu	I smell it
welimȃy	I smell good
nêmaĝĝjigeweym (1)	my toe
egwijȃsi	I go in the water
egwijȃlêg/egwijȃtu	I put him/it in the water
tegpȃĝ (tegig + paĝ)	cold water (It's cold + having to do with water)
apêtnatĝegey (apêt + natĝegey)	I pull it out again (to reverse an action + to pull it out)

Wapus Geluluet (Cont'd)

miltoĝsi	I make varied loud noises
(mil + toĝsi)	
(mil-)	(varied, many different kinds)
(-toĝsi)	(having to do with speaking)
egwijàlsi	I immerse myself in liquid (literally, figuratively)
natĝàlsi	I take myself out of something liquid
gis-	having to do with a completed action
egwijasugey	I wade into the water
ênpusgun (1)	my chest
poĝjimatũgênũtêmasi (pogji + matũ + gênũtêmasi)	I'm beginning to teach myself little by little
(poĝji-)	(to begin)
(matũ)	(little by little, slowly)
telàmêg	how one swims
(tel + alàmeg)	
(tel-)	(the way in which one does something)
gesêmtèg	I nudge him
ĩêgsêmtòl'tultijig (ĩ + gesêmtòl + tultijig)	they are nudging each other repeatedly
(ĩ-)	(a repeated action)
wesgeweyy	I laugh
ugtejgey (1)	the one in the back
ênmigtapày	I am sinking in
(ênmiey + getapày)	
(ênmiey-)	(I am going in a certain direction)
(-getapày)	(I sink)
al'paĝtòsi (ali + paĝ + tòsi)	I am splashing about in the water
(ali-)	(here and there, about)
(-paĝ-)	(having to do with liquid)
(-tòsi)	(motion, activity)
wèjĩg/wèjitu	I find him/it

apus Geluluet (Cont'd)

Gatu na mò puniegw aĝ tàn tujīw newtigisgêg mò gisòtêmug, ap wejòtg aĝ ap wejòtg, gêlapis gatu ijgà gisòtg gislien talgênegg samuĝanigtug. Na ula giùnigaĝ gatu wel'tàsualàtitêl. Na Wapus ginitèlsit na tujīw, gatu gejiaji mè na maligitèlêmji.

Telimàtitêl amuj na nigè gegênùtêmasin wesgemg. "Wesgemg?" Mmm amuj na wejòtêm" Pipsaĝ negêm gīs poĝjigewising, weloĝotalultimgeg gīs sàĝ pemiaĝ. "Gaĝamutèn", Wapus telimatêl, aĝ wejòtg migwitètêmên tàn giùnigaĝ teliwsgêtītij. Têmg na getapêtijig. Na metuègewey na. Amuj na tàn telginn egwijalsin samuĝanigtug. Na tòĝ têlià. Giùnig gisòtg, goĝey ugjit mà Wapus. À na getapet, êstêge giùnigaĝ aĝ gigwesùg, uggwatêl gêpêtàĝ eliaĝal gêlaman na ugsugunij wijèugutew lampòĝ. Na teligtapej, sêmtug na ugsisĝon aĝ ugsituaĝann aĝ màw ugpùgul wajùpegàtigêl samuĝan aĝ negêm mò gisiangitètêmug goĝey pasêg eta natĝàsin. Na neyapetesing, suel aptêlamit aĝ elùgwij samuĝan. Mè gatu welimàĝ ugjùsên!

Vocabulary:

puniey	I am quitting
newtigisgêg	all day
giseyaĝ/gisòtem	I can handle him/it
gisliey	I am able to go so far
(gis + eliey)	
(gis-)	(readiness, so far)
(eliey)	(I go)
talgênegg	a certain distance
(tal + gênegg)	
gejīg/gey'tu	I know him/it

Wapus Geluluet (Cont'd)

maligitèlêmji	they think very little of him
(mali + angitèlêmg)	(weak, little + I think of hi
weloĝotalultimg	suppertime
pêmiey	I am going by
gaĝamutêm	I have patience (Lit: I stand up to it)
migwitètêm	I remember
teliwsgêtìtij	how they fish
(teliw-)	(the manner, the way)
metuèg	it is difficult
(tàn) telginn	the entire body
(tel + ginn)	(the manner in which + body)
Na tòĝ, têlia.	OK, then.
gêpêtay (1)	in the air, upwards, a ceiling
ênsuguni (1)	my tail
wijèwey	I follow
lampòĝ	underwater
ênsisĝon (1)	my nose
ênsituaĝan (1)	my ear
ênpùg (1)	my eye
wajùpey	I am full of water, soaked
neyapetesin	I suddenly appear
aptêlami	I suffocate, choke
(aptàsi + lami)	(I'll never return + to breat
elùgwi	I'm choking from something stuck in my throat
welimàĝ	it smells good
(weli + màĝ)	(nice + it smells)
ugjùsên (1)	the wind

Wapus Geluluet (Cont'd)

"Na ula tàn teliwsgemg mu ugjit nīn" Wapus etêlgisitàsit na tujīw. Ge pè, taliwsgêtijig na muīnaĝ. Tel'tètêm na paseq negêmow wejigòĝàlàtiji nêmèji nàtaĝamtug. Amuj na nīn gisòtêmugg na." Na tòĝ, egwitasuget samuĝanigtug gêlapis ugtugapègêng. Na elisgetesingêl êsgoljel, aĝ maw jaĝalitĝamatêl musoĝêl aĝ jel ap mãw jaĝalgòĝàlatêl atoĝàsùl pemàmêlitêl gatu pa pesoĝtàji êmsêt. Mè gatu wesgeweywàtitêl, gatu mò puniegw. Nemiapênn ùjêl epàsinitêl nipisoĝonigtug aq̂ màw ap miguamapênn pêlamùl pemamênitêl. Na gès wejòtg gisimsênan gitg na pejilpuguàsit etêl'.êmig aĝ na getapàt. Paseg emigtapàtaĝ gêlapis lampoĝ tàn ula uggwat ugtejgey pitàĝ etêlnastesg lampòĝ nà tami. Êl'pa mò gismêntesêmsigw tàn wègwisipgwatoĝ. Mè gatu jipaĝàsit. Tegtesgewet aq̂ miloĝtesing ugjit mênàlsin. Na gès etêlmatênaggej, tà goĝeyeg sisguamũgeq paseg pemtaĝàsêgeg ugsisgug. Na ula tà goĝey gigtòĝàsêg aĝ apsgwàsêg. Ùt ta ula Giũnig.

Vocabulary:

(tàn) teliwsgemg (teli + wesgey)	a way of fishing (the way + I fish)
etêlgisitàsi	at a certain point where I made up my mind
(etêl + gisi + angitàsi)	(where + it's done + I think)
ge pè!	hold on! just a moment!
wejigòĝàlêg	I grab him from a certain place
(weji + gòĝàtu)	(where + I catch it)
nêmèj (g)	a fish (unspecified)
nàtaĝamtug	on the shore
êntugapègên (1)	my chin

Wapus Geluluet (Cont'd)

elisgêtesin	I reach over quickly with my hand
êsĝolj (g)	a frog
jaĝalitĝamg/jaĝalitĝatêm (jaĝali + taĝamg/taĝtêm)	I hit him/it quickly (quickly + I hit him/it)
musoĝ (g)	a horsefly
jaĝalgòĝàlêg/jaĝalgòĝàtu (jaĝali + goĝàleg/goĝàtu)	I grab him/it quickly (quickly + I grab him/it)
atoĝàsu (g)	a trout
pemàm (pemi + alàm)	I'm swimming by (to go by + I swim)
pesoĝtèg/pesoĝtèm (pesoĝ + petèg)	I miss trying to hit him/it (I fail + I hit him)
ùj (g)	a housefly
epàsi	I sit down
nipisoĝon (1)	a branch of a tree
miguamg/miguaptêm (migua + aĝĝomg)	I see him/it by chance (by chance + I see him)
pejilpuguàsi (peji + elpuguàsi)	I stepped over, on, in something accidentally (accidentally + I stepped on it)
etêltêmig (1) (etêl + têmig)	where it is deep in the water (where + it is deep)
êngat	my foot
ugtejgewey	the last one
etêlnastesin (etêl + nastesin)	where I get caught in, on something (where + I hook myself)
gismêntesêmsi (gis + mentesêmsi)	I have managed to free myself from entrapment
wègwisipgwatu	as far as I am able
jipasi	I am afraid
tegtesgewey	I kick (literally and figuratively)
tegtesgaĝ/tegtesgêm	I kick him/it

Wapus Geluluet (Cont'd)

miloĝtesin	I squirm and toss
menàlsi	I resign, free myself
matênaggey	I fight
tà goĝeyeg	some thing
pemtaĝàsi (pemi + taĝasi	I'm speeding by (going by + going by quickly)
ênsisgw (l)	my face
gigtòĝàsi	I go around
apsgwàsi	I return
Ùt ta...!	This is...! (emphatic)

Na tujìw giasgiw nemitoĝ ugpatàsuaĝanêm. Wapus tel'tàsip nigè wetapet. "Etug jel è pegwatasi ugtapen, gatu ênmimatênaggàs gêlapis ugtejgewey", Wapus gisitàsit. Na màmunìw gesêmgasit tàn wègwisipgwatoĝ aĝ pana wijey tujìw ula uggwat apgwàsêg. Gêlapis gatu neyyêtesg un'ji samuĝamigtug, suel samuĝaninpêg. Na Giùnig goĝàlatêl ugjitaĝaneg aĝ êl'pa nàtaĝamjiegetêl.

Vocabulary:

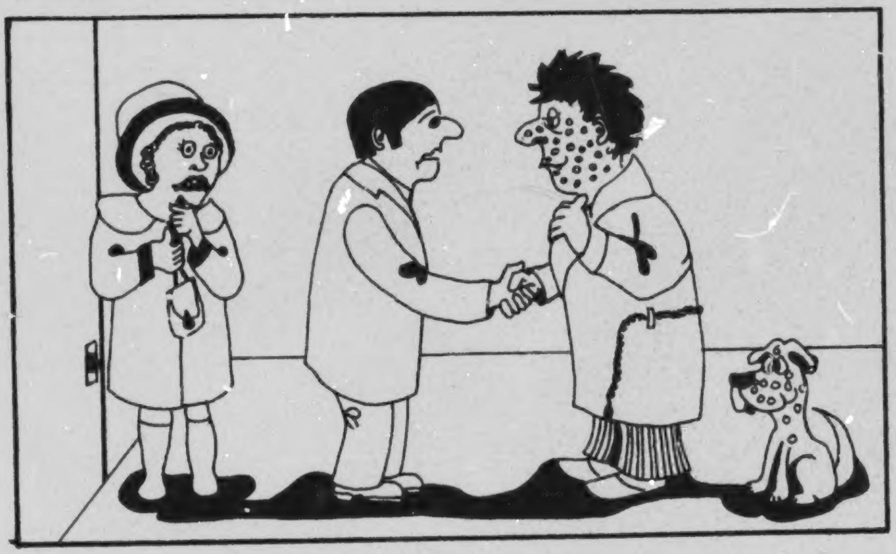
êntpatàsuaĝanêm	my wrongdoing, fault
wetapey	I get punished, scolded
pegwatu	I deserve it
ênmi-	to continue
màmunìw	with great force or strength
gesêmgasi	I push myself using my feet
apgwàsi	I become free from entanglement
neyyêtesin	I appear suddenly
nun'ji (l)	my head
samuĝaninpêm	I drown
ênjìtaĝan (g)	my neck
nàtaĝamjiegey	I throw him on shore

Wapus Geluluet (Cont'd)

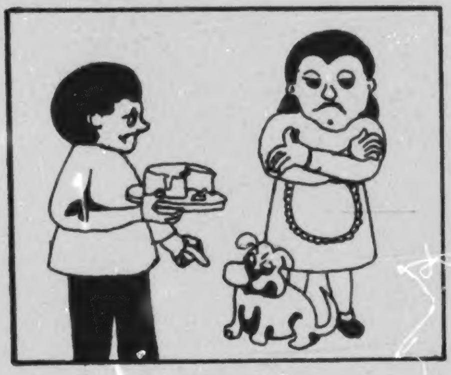
Answer the following questions. (Hand in for correction.)

1. Netawàĝ Wapus? Gĩs wejotg?
2. Tal'poĝjimatũgênùtêmasit Wapus?
3. Tal'tèlmàtitêl giũnigaĝ?
4. Puniess Wapus?
5. Tal'guising Pipsaĝ?
6. Taliwsgêtijig giũnigaĝ? Gatu muĩnaĝ?
7. Gè wĩtèn tàn Wapus teligtapej.
8. Weni êmsêt pesoĝtàji?
9. Taliaĝas pejil'puguàsiteg etêl'têmig?
10. Wenn nemiasênn lampòĝ?
11. Talnêmitoĝsêp ugpatàtaĝanêm?
12. Talwestawàlatêl Giũnig Wapusal?

LESSON 19



C-: converse, communicate



19 C-1

Setting: A: Jim, his wife B: Sandra and their two children C: Jimmy jr. and D: Jill are at E: Dr. Martin's office.

A: Jim, ugtèpitêmêl, B: San'têla aĝ tapusêliji un'janua C: Jĩmèj aĝ D: Jill eymũtijig E: Mal'palèwit Maltan ugtêlugowaĝanòguomg (a created word).

19 C-1 (Cont'd)

E:	Alò. Pisgwetàgw. Mè talòltioĝ? Etawey mò wen gesênugagw.	E:	Hello. Come in. How is everybody? I trust no one is sick.
B:	Tāsieg gesênugutieg, aĝ tāsieg pasêg êgsatēmugegg paĝamajeywinen.	B:	Some of us are sick, and some of us would only like a check-up.
E:	Wen tòĝ gesênugat?	E:	Well then, who's sick?
A:	Ula Jīll, ugpitênoĝênjīj gīs wel'sàg wejgiàjījg.	A:	Jill here, her arm has had a rash for quite a while.
E:	Ò, mè na wijey na. Nigè giasgiw nepitêmũg. Etêlitètêm etug jel êggajuèwjjêmuow wejiaĝ. Ula igêmuloĝ êmpisun na amàtuatoĝsêp tèsiwlàgw. Tal'tètêmên na, Jill.	E:	Oh, it's still the same. Now we'll really take care of it. I think it's caused by your cat. I'll give you this medicine to rub on her arm every night. What do you think about that, Jill?
D:	(Netagèg, mò getũgêlusigw aĝ gemêlenmit.) Ĝi, Ĝi, Ĝi.	D:	(She is shy, and won't talk. She giggles.) Hee, Hee, Hee.
E:	Na nigè wen?	E:	And now, who's next?
A:	Nīn na etug. Gìs nigè tàpu aĝantièw'ti êtgeyàtay. Mèsipunàlit ula êtgey.	A:	I guess I am. It's been two weeks now that I've had this cold. It won't leave me be.
E:	Mmm, gè tòĝ mênàl êgtatêlàyêm. Jigsêtêmultes êgpusgun. (Na èwêg ugjigêstaĝanamgeweym (a created word)) Tel'tèlmul amàlulin pesgêlamingewey ijgà. Ula igênmulann pil'sêl ugjit ugsuàtun aĝan'tièw'ti, aĝ ugjòtèn uliatêlasêmin.	E:	Hmm. OK then, take your shirt off. I'll listen to your chest. (He uses his stethoscope) I think you have a touch of bronchitis. I'll give you these pills to take for a week, and try to have a good rest if you can.
A:	Pesgêlamimgewey, giasgiwowey gisna pasêg amàlig.	A:	Bronchitis. Is it the real thing or just a milder form?
E:	Moĝwà, mut jipasiw pasêg amàlêsg. Gatu ùt jīnêmjīj; mè negêm talèg?	E:	No, don't be afraid, it's a mild form. Who is this young man? How is he?

19 C-1 (Cont'd)

C:	Nīn na Jīmè[illegible], aĝ mò gesênugaw, paseĝ pejimittugey! Mò getù liew êgsênugowòguom. (Êmsêt wen wesgewèg) Ĝa, Ĝa, Ĝa!	C:	I am Jimmy jr., and I'm not sick. I'm only visiting. I don't want to go to the hospital. (Everybody laughs) Ha,Ha,Ha!
E:	Na nigè amuj gil?	E:	Now it must be your turn?
B:	Èe, gatu amujpa esgwiejig esgêmalitaĝ ijgà àsèg. Èpitewey na tà goĝey.	B:	Yes, but I think the rest had better wait for me in the other room. It is a woman's business.
E:	Na tòĝ. Ap tòĝ têlètew, gilew esgwiàtioĝ.	E:	OKay, I'll see you again soon, the rest of you.

M-: mimmic, memorize, manipulate

19 M-1

A:	Mè talòltioĝ? Etawey mò wen gesênugagw.	A:	How's everybody? I trust no one is sick.
	Mè talòltiog? Ajipjutêm êmsêt wen welèg.		How's everybody? I hope that you (plur) are well.
	Mè talòltiog? Gêlùgtes mu wen êgsênugagw.		How's everybody? It would be nice if no one was sick.
	Mè talòltioĝ? Ajipjutêm gilew êmsêt weleyasultioĝ.		How's everybody? I hope that you (plur) are all taking good care of yourselves.

19 M-2

B:	Tàsieg gesênugutieg, aĝ tàsieg êgsatêmugegg pàĝamajeywaĝan.	B:	Some of us are sick and some of us would only like a check-up.
	Tàsieg gesênugutieg êgtgeyàtàtieg, aĝ tàsieg êgsatêmugegg êmpisun.		Some of us are sick with the flu, and some of us would like medicine.
	Tàsieg gesênugutieg wisawègewey aĝ êgsatêmugegg gisnêmìgetj mal'palèwit.		Some of us are sick with jaundice and we would like to see a doctor.

19 M-2 (Cont'd)

	Tàsieg gesênugutieg gesaĝtiamgewey aĝ êgsatêmuggeg gegênuimgewey.		Some of us are sick w diarrhea and would ne advice.

19 M-3

A:	Talàtaĝatigoĝĝ mu mal'palèwijig ìmìtigw?	A:	What would you (plur) if there were no doct
	Talàtaĝatigoĝĝ mu êmpisun ìttênug?		What would you (plur) if there was no medic
	Talàtaĝatigoĝĝ mu êgsênugowaĝanòguomêl ìttênug?		What would you (plur) if there were no hosp
	Talàtaĝatigoĝĝ mu apoĝonmatimg ìttênug?		What would you (plur) if there was no help

19 M-4

B:	Apoĝonmatultigegg.	B:	We would take care of other.
	Ugjitugegg na ninên pêteweyoĝsèligtug.		We would make it (med from herbs
	Angitètêmugegg na nat goĝey.		We would think of som thing.
	Apoĝonmasultigegg.		We would take care of ourselves.

C-: converse, communicate

19 C-2

Setting: A: Joseph has made up his mind to become a doctor. He realizes the goal he has set for himself, the years of hard work and the delaying of immediate plans for the future. His family, however, is proud of his decision and encourages him. He now visits his grandfather B: Joseph sr. to tell him of the news.

A: Sõsep nigè gisitãsit ugjit mal'palẽwitewin. Gey'toĝ giasgiw tàn getũtêlugej, tãn tel'pegijipunĝeg ugsuãlugutew, aĝ tãn telimtuèg aĝ ugjit mà piluey goĝey gisnasãlsigw un'gĩgu gatu ginitèlêmji tãn getũtêlãtegej aĝ gesêmoĝjãlãtitêl. Na nigè elietêl umijgamijêl B: Sõsepal gisigũl aĝ telimatêl negêmal.

A:	(Metetèg gãĝan: taĝ, taĝ, taĝ.) Alõ, eymên Tatãt? Alõ, nepan? Nĩn na Sõsep, panãtui. (Umijgamijêl na newtugwãmalitêl)	A:	(Joseph knocks on the door: knock, knock, knock.) Hello, are you there grandfather? Hello, are you asleep? It's me, Joseph. Open the door! (His grandfather lives alone)
B:	Pẽ esgêmali, wejgùey na. (Gãĝan panãtoĝ) Mè taleyn, êngwis? Mut tal'tètêmu esgêmalin, nepãjĩjiap.	B:	Wait a moment. I'm coming. (He opens the door) How are you, my son? I hope you didn't mind waiting. I was having a little nap.
A:	Gatu gĩl weleyn? Mu enmigsatêmu nemũl newtugwãman. Talãtegetes jaĝaligsênugan?	A:	And you, are you okay? I don't like seeing you living alone. What would you do if you took sick suddenly?
B:	Nugũ, nugũ. Weleyy aĝ weleyy tãn teleyy. Êgsênugãn na êgsênugãs, aĝ êmpêman na êmpêmãs. Mã na wen gisinmawsigw yapjiw.	B:	Now, now. I'm fine, and I'm fine the way I am. If I get sick, then I'll be sick and if I should die, then I will be dead. No one can live forever.
A:	Gĩs angitètêmên wigin wigultĩtij gisigũmimajuinũg?	A:	Have you ever thought of living in an old people's home?

19 C-2 (Cont'd)

B:	Talimin? Tal'tàsin nìn wen, Wapèg Wàĝey? Punajutèn na tà goĝèl. Muna ginu ginuowèl ênnuultìgw.	B:	What are you saying to me? Who do you think am, a White Man. Don' talk about such things They don't belong to u Indians.
A:	Nêmijgamì, pettêlimulap na gisitàsianeg mal'palèwitewin.	A:	Grandpa, I came to tel you that I've made up mind to be a doctor.
B:	Ò, mè gatu wel'tàsi, êngwis. Êngamlamun êl'pa welàtuin. Gelùg nàgweg ugjit êmsêt ênnuultìgw.	B:	Oh, I'm so very happy, son. You have done my heart good. It's a gr day for all Indians.
A:	Wel'tàsi elg nìn, tatàt. Mò gejùluap tàn têliwsuàttes. Mò pewatêmùun wigultìtij gisigùmimajuinùg tòĝ Aĝalasièwèl gatu mal'palèwijig mò taltèlmawjig.	A:	I'm happy too, Grandad I didn't know how you' it. You don't want ol people's homes because they're English yet yc mind doctors.
B:	Gey'tu, pasêg naa, mò na gitg wijèl. Mal'palèwitewimg aĝ êmpisunn nenmêg na gìs sàg ginu nestasultìgul. Newt na tàm pasêg wen pugwelgêp nengêp êmpisun aĝ nepilsultipênig. Teliaĝ nigè gisgug awijèjit wen nengêl, etêna nigè gìl amuj elien mesgìg ginàmasuti ugjit ginàmasin gisgugewey mal'palèwitewimg.	B:	I know, but still, the not the same. Being a doctor and knowing abc medicine are things we understood and known s a long time. Once, ju about everybody knew a about medicine and cur themselves. It is tru however, that they are today who still do. T why now, you have to c a big education to lea today's doctoring and medicine.
A:	Na tòĝ nigè têlimi tà goĝey ugjit wigultìtij gisigùmimajuinùg tel'piltuèg?	A:	OKay, now tell me wha so different about olc people's homes?

19 C-2 (Cont'd)

B:	Têmg pewalul ênsêtasin newtè tà goĝey. Teliaĝ sàĝ elg na gisigùmimajuinùg angweyutêpênig, gatu mè aĝ na, màw elg gesalutêpênig aĝ màmunìw gepmitèlmutêpênig. Nìn mò wèn elaĝalut aĝ awantàsualut un'jang tel'tèlmaĝ gesalut gisna gepmitèlmut.	B:	First I want you to understand one thing. It is true that in the old days old people were also taken care of. But it was more than that. They were also loved and respected. I don't find anybody who is thrown aside and forgotten to be either loved or respected.
A:	Tatat, muna êmsêt elaĝalamêgig gisna awantàsualamêgig.	A:	Grandad, not all of them are thrown aside or forgotten.
B:	Êngwis, ap telimul, weleyy tàn teleyy, aĝ eta wesàm pugwelg migwitètêm aĝ gesatêm sàĝawey ugjit nugù sàsèwitàsin gisna pilùmimajin.	B:	My son, I'll tell you again. I'm fine the way I am, and also I love and remember too much of the old ways for me to think or live differently.
A:	Nêmijgamì, mujgajeweyin jìnêmuin aĝ êmsêt wetêmitèlmuleg tàn telamugsin.	A:	Grandfather, you are the best of men and we all need more of your kind.

19 C-3

Setting: This year, at the Junior High School, Micmac as a second language has been introduced. The course is designed primarily for those Micmac students who have partially or completely lost their language. The following conversation takes place on the first day of class:
A: Frank, the teacher; B, C, D, etc.: students.

Ula nigè newtipunĝeg, Tàpuewey Etêlginàmasimg Maljewèjuey, Mìgêmewey têlìsuti ginàmasêttêtew êstêgè wen Tàpueweyn ugtêlìsutim. Giwnaĝa na ugjit na nujiginàmasultijig gìs àĝatin'tùtij gisna gìs êmsêt entùtij Mìgêmewey. Na nigè ula etêlagênutêmàtijig na tujìw amgwesewey nàgweg poĝjiginàmuj. A: Pêlasua, nujiginàmuet; B, C, D, etc.: nujiginàmasultijig.

19 C-3 (Cont'd)

A:	Weliessipùg, maljewèjj. Mè talòltioĝ gisgug?	A:	Good morning, kids. H are you all today?
B, C, D, etc.:	(mò mètàtīgw)	B, C, D, etc.:	(silence)
G, H, I, etc.:	Welòl'tieg. (òpêl'têluètij)	G, H, I, etc.:	We are fine (they mispronounce)
A:	Àa, tàsioĝ êl'pa mò nestuiwoĝ aĝ tàsioĝ nestuioĝ gatu ijgà òpêl'têlueyoĝ gêlusuaĝan.	A:	Uh-Uh! Some of you do understand me at all a some of you understand have mispronounced the
G:	Òpêl'têlueyeg, tali òpêltêlueyeg?	G:	We mispronounced it! How so?
A:	Giasgiwowey na "welòltieg", mu "welòl'tieg". Āmgwesewey na mò ênsitunàsêttênug gatu tàpuewey ênsitunàsêg. Mè talipgijèg usgùttesênu na màmunīw.	A:	Because it's "welòltie and not "welòl'tieg". t in that word is voic and not voiced as in, example, the 't in el' Later, we'll talk abou in more detail.
B, C, D, etc.:	Têmg getùginàmasultiegêl gêlusuaĝann. Ginàmuieg tàm pasêg gêlusuaĝan.	B, C, D, etc.:	We want to words first. Teach us new word.
A:	Têmg amujpa ginàmasultigoĝĝ Mīgêmewèl têlisutièl tàn tel'têluemg.	A:	First, you should lea about the sounds of M
B, C, D,:	À, têlàsêjj! Getaĝàsi! Ginàmuieg gêlusuaĝan.	B, C, D,:	Ah, Come on! Teach us a word.
A:	Na tòĝ. Ula na gêlusuaĝan ugjit "crow": "gàĝaĝuj".	A:	O.K. This is the wor for crow: "gàĝaĝuj".
B, C, D,:	"gàgaguj.	B, C, D,:	"gàgaguj" (they mispronounce).
A:	Nigè nemituoĝ! Metuàlugsioĝ tàn tel'têlueyoĝ. Ugjit oĝo na ĝê teltàĝ. Ula na ginu telwītêmùg "gaĝaĝujùtoĝsig".	A:	See! You're having t saying it. That's be of the ĝê sound which call the "crow" sound
B:	Na gè tòĝ ginàmasultinej mīgêmewèl tàn teltàĝal.	B:	O.K. then; let's lear the sounds.

C-3 (Cont'd)

A:	Têmg amgwesewey gegênutêmultoĝsêp tàn tegenig gênugatigêng èwujig ugjit ula tàn teltàĝal.	A:	Well, first let me teach you the letters that we use to represent those sounds.
B:	À moĝwà. Tel'tàsiap geginàmuiegêl tàn teltàĝal!	B:	Oh no! I thought we were going to learn sounds!
A:	Na tòĝ! Na tòĝ! Maw ginamasultitesênu git egijjemg aĝ gelusimg.	A:	O.K.! O.K.! We'll learn both reading and speaking together.
B, C, D, etc.:	Goĝey ugjit? Pasêg na ninen getugjìtueg tàn telìsimg!	B, C, D, etc.:	Why? We just want to learn how to speak!
A:	Gis têlàtaĝatìgupp na. Gatu mà gilew gisginàmasultiwoĝ èwumoĝ ula wìgatigên.	A:	We could do that. But then you would not be able to teach yourself with this book.
B:	Ò, nemitu. Na nigè pasêg gìl tàn ugjiginamasultitesênen. Na tòĝ. Ginàmuieg tàn telièwumg ula wìgatigên gêlaman na ninen gisingutiginàmasultitisênen (gisi + ênguti + geginàma + si + ulti + tesênen)	B:	Oh, I see. Then we could only learn from you. O.K. Teach us to use the book so we can learn by ourselves too (to be able + alone + to teach someone + reflexive + plural + we, exc.)
A:	Weliaĝ. Na nigè ula gisinsêtêmoĝ, gè êpĝojiginàmasultinej.	A:	Good. Now that that's settled, we can begin.

-1

Do the following exercise on illnesses (êgsênugowaĝann). Note the use of the conditional.

1.	Talàtegegg gùgênmên uggwamlamunipênemgewey?	A:	What would you do if you had heart disease?
	Atêlasêmigg màmunìw aĝ puniasgitàsigg.	B:	I would rest a lot and stop worrying.

19 E-1 (Cont'd)

2. ________ naĝsègewey?
A: What would you do if you had pneumonia?

________ lamuguomg ìmugg.
B: I would rest a lot and stay in the house.

3. ________ pesgêlamingewey?
A: What would you do if you had bronchitis?

________ ul'pêsusigg.
B: I would rest a lot and keep myself warm.

4. ________ nujêmuimgewey?
A: What would you do if you had tuberculosis?

________ natnêmìiegg mal'palèwit.
B: I would rest a lot and see a doctor.

5. ________ wisawègewey?
A: What would you do if you had jaundice?

________ liegg gesênugamgowòguomg.
B: I'd rest a lot and go to the hospital.

6. ________ etgey?
A: What would you do if you had the flu?

________ samugaĝĝ pêteweyoĝsèlapu.
B: I'd rest a lot and dri herbal tea.

7. ________ gesaĝtiamgewey?
A: What would you do if you had diarrhea?

________ ugsuàtugg êmpisun.
B: I'd rest a lot and ta medicine.

8. ________ gugunj gògwejij?
A: What would you do if had cancer (animate)? (lit: a spider)

________ ugsuatugg pàĝamajeywaĝan.
B: I'd rest a lot and ge a check-up.

E-2

Do the following exercise on the conditional and watch for stem-changes (see N.S.). Note how the meaning is affected by gisi-:

gisi + verb	'can', 'be able'
gisi + verb + past	'could', 'was/were able'

1.	Ēl'pa na gisiamalgāsêp, amalgaĝĝ?	A:	If you could dance, would you?
	Èe, amalgaĝĝ aĝ amalgaĝĝ aĝ amalgaĝĝ.	B:	Yes, I would dance and dance and dance.
2.	gisial'tugwīmūsêp,	A:	If you could run, would you?
		B:	Yes, I would run, and run and run.
3.	gisialāsīsêp,	A:	If you could walk, would you?
		B:	Yes, I would walk, and walk and walk.
4.	gisigtantegèsêp,	A:	If you could hunt, would you?
		B:	Yes, I would hunt, and hunt and hunt.
5.	gisialaĝsinūsêp,	A:	If you could fly, would you?
		B:	Yes, I would fly, and fly and fly.
6.	gisialāmūsêp,	A:	If you could swim, would you?
		B:	Yes, I would swim, and swim and swim.

19 E-2 (Cont'd)

7. ________ gisiwsgèsêp, A: If you could fish, would you?

____

________ B: Yes, I would fish, and fish and fish.

____

8. ________ gisiwìgèsêp, A: If you could write, would you?

____

________ B: Yes, I would write, an write and write.

____

9. ________ gisigtapegièsêp, A: If you could sing, would you?

____

________ B: Yes, I would sing, anc sing and sing.

10. ________ gisiatêlasêmìsêp A: If you could rest, would you?

____

________ B: Yes, I would rest, an rest and rest.

19 E-3

Do the following exercise on the reflexive. The refle can only be found with transitive verbs (See N.S.). In each of the examples, you are given the transitive Removing the object, 'him' which occurs as êg, g, or will give you the stem to which you can add the reflex -si.

1. Tallugen? ________ A: What are you doing?

Aĝĝamsi. ________ B: I'm looking at mysel (aĝĝamg: 'I look at

E-3 (Cont'd)

2. ______________________ A: What are you doing?

______________________ B: I'm singing to myself. (getapegiewg: 'I sing to him'; stem change: êgt...)

3. ______________________ A: What are you doing?

______________________ B: I'm talking to myself. (gelulg: 'I talk to him'; stem change: gêl...)

4. ______________________ A: What are you doing?

______________________ B: I'm cooking for myself. (wissugewg: 'I cook for him')

5. ______________________ A: What are you doing?

______________________ B: I'm laughing at myself. (wesgeweyaĝ: 'I laugh at him'; stem change: ugsêg...)

6. ______________________ A: What are you doing?

______________________ B: I'm thinking about myself. (angitèlêmg: 'I think of him')

7. Talàlsin?_____________ A: What are you doing to yourself?

______________________ B: I'm scratching myself. (gesipàlêg: 'I scratch him'; stem change: êgs...)

8. ______________________ A: What are you doing to yourself?

______________________ B: I'm washing myself. (gesispàlêg: 'I wash him'; stem change: êgs...)

9. ______________________ A: What are you doing to yourself?

______________________ B: I'm pinching myself. (mên'toĝopĝàlêg: 'I pinch him')

19 E-3 (Cont'd)

10.	________	A:	What are you doing to yourself?
	________	B:	I'm kicking myself. (tegtesgaĝ: 'I kick hi stem change: êtgêt...)
11.	Taleyasin?	A:	How are you treating yourself?
	________	B:	I'm taking care of mys (angweyaĝ: 'I take car of him')
12.	________	A:	How are you treating yourself?
	________	B:	I'm taking good care o myself. (weleyaĝ: 'I take good of him'; stem change:

19 E-4

In 19 E-2, you saw how certain verbs undergo stem chang Note this in doing the following exercise on imperative Note also that nothing is added to the verb in the impe and the verb ending is therefore the same as the verb s ending. Since the verbs used in this exercise are the as those used in 19 E-3, removing the reflexive -si wi give you the imperative ending or the verb stem ending. However, do not forget the stem change that most (not a imperatives undergo. Note the occurence of mut in the negative.

Question:	Gogey nîn pewalin têlâtegen?	A:	What do you want me t
1.	Aĝĝam!	B:	Look at him/them! (See N.S., 2-)
	Moĝwâ, mut aĝĝamaw.	C:	No, don't look at him

E-4 (Cont'd)

2.	________________	B:	Sing to him!
	________________	C:	No, don't sing to him!
3.	________________	B:	Talk to him!
	________________	C:	No, don't talk to him!
4.	________________	B:	Cook for him!
	________________	C:	No, don't cook for him!
5.	Ugsegeweyu! (Note -yu ending from -ya)	B:	Laugh at him!
	________________	C:	No, don't laugh at him!
6.	________________	B:	Think of him!
	________________	C:	No, don't think of him!
7.	________________	B:	Scratch him!
	________________	C:	No, don't scratch him!
8.	________________	B:	Wash him!
	________________	C:	No, don't wash him!
9.	________________	B:	Pinch him!
	________________	C:	No, don't pinch him!
10.	________________	B:	Kick him!
	________________	C:	No, don't kick him!
11.	________________	B:	Take care of him!
	________________	C:	No, don't take care of him!
12.	________________	B:	Take good care of him!
	________________	C:	No, don't take good care of him!

19 E-5

Do the following exercise on transitive verbs (verbs with objects). Pay special attention to the formation of the negative. The verbs used are the same ones as in 19 E-3.

1.	Getùaĝĝamg.	A:	I want to look at him. (getù-: 'I want')
	Gìl aĝĝam! Mò nìn getùaĝĝamaĝ.	B:	Go ahead. (Lit: You lo at him!) Me, I don't want to look at him.
2.		A:	I want to sing to him.
✓	 getugtapegiewaĝ	B:	Go ahead. Me, I don't want to sing to him. (Note that -ù of getù- shortens when occuring verbs that undergo ste changes.)
3.		A:	I want to talk to him.
		B:	Go ahead. Me, I don't want to talk to him.
4.		A:	I want to cook for him
		B:	Go ahead. Me, I don't want to cook for him.
5.		A:	I want to laugh at him
		B:	Go ahead. Me, I don't want to laugh at him.
6.		A:	I want to think of him
		B:	Go ahead. Me, I don't want to think of him.
7.		A:	I want to scratch him.
		B:	Go ahead. Me, I don't want to scratch him.

-5 (Cont'd)

8. ____________________ A: I want to wash him.

____________________ B: Go ahead. Me, I don't want to wash him.
____

. ____________________ A: I want to pinch him.

____________________ B: Go ahead. Me, I don't want to pinch him.
____

. ____________________ A: I want to kick him.

____________________ B: Go ahead. Me, I don't want to kick him.
____

. ____________________ A: I want to take care of him.

____________________ B: Go ahead. Me, I don't want to take care of him.
____

____________________ A: I want to take good care of him.

____________________ B: Go ahead. Me, I don't want to take good care of him.
____

the following exercise on the negative, on the reflexive,
d on the conditional with the tag question na. Note that
the conditional, 'you' is identical to 'I'. The verbs
e the same as in 19 E-3.

Aĝĝamsigg na? A: You should look at yourself, shouldn't you?

Mo getùaĝĝamsiw. B: I don't want to look at myself.

____________________ A: You should sing to yourself, shouldn't you?

____________________ B: I don't want to sing to myself.

____________________ A: You should talk to yourself, shouldn't you?

____________________ B: I don't want to talk to myself.

19 E-6 (Cont'd)

4. __________ A: You should cook for yoursel
shouldn't you?

__________ B: I don't want to cook for my

5. __________ A: You should laugh at yoursel
shouldn't you?

__________ B: I don't want to laugh at my

6. __________ A: You should think of yourse
shouldn't you?

__________ B: I don't want to think of m

7. __________ A: You should scratch yoursel
shouldn't you?

__________ B: I don't want to scratch my

8. __________ A: You should wash yourself,
shouldn't you?

__________ B: I don't want to wash mysel

9. __________ A: You should pinch yourself
shouldn't you?

__________ B: I don't want to pinch mys

10. __________ A: You should kick yourself,
shouldn't you?

__________ B: I don't want to kick myse

11. __________ A: You should take care of
yourself, shouldn't you?

__________ B: I don't want to take care
myself.

12. __________ A: You should take good care
yourself, shouldn't you?

__________ B: I don't want to take goo
of myself.

19 E-7

In the following exercise, you will practise transitive verbs with singular animate objects. Many of the verbs are the same as those covered in previous exercises. (Read the Note to the Student before doing this exercise.)

1.	Aĝĝam!	A:	Look at him!
	Mà gisiaĝĝamaĝ.	B:	I can't look at him.
	Nìn gisiaĝĝamg.	A:	I can look at him.
	Gogey ugjit mu gìl?		Why can't you?
		B:	Because I'm afraid of him.
2.	Êgtapegiew!	A:	Sing to him!
		B:	I can't sing to him.
		A:	I can sing to him.
			Why can't you?
		B:	Because I'm afraid of him.
3.	Gêlul!	A:	Talk to him!
		B:	I can't talk to him.
		A:	I can talk to him.
			Why can't you?
		B:	Because I'm afraid of him.
4.		A:	Laugh at him!
		B:	I can't laugh at him.
		A:	I can laugh at him.
			Why can't you?
		B:	Because I'm afraid of him.
5.	Êgsipàl!	A:	Scratch him!
		B:	I can't scratch him.
		A:	I can scratch him.
			Why can't you?
		B:	Because I'm afraid of him.

19 E-7 (Cont'd)

6.	Men'toĝopĝàl!	A:	Pinch him!
		B:	I can't pinch him.
		A:	I can pinch him.
			Why can't you?
		B:	Because I'm afraid of h
7.	Angweyu!	A:	Take care of him!
		B:	I can't take care of hi
		A:	I can take care of him.
			Why can't you?
		B:	Because I'm afraid of h
8.	Sêm!	A:	Feed him!
		B:	I can't feed him.
		A:	I can feed him.
			Why can't you?
		B:	Because I'm afraid of h
9.	Milàsual!	A:	Play with him!
		B:	I can't play with him.
		A:	I can play with him.
			Why can't you?
		B:	Because I'm afraid of h
10.	Samàl!	A:	Touch him!
		B:	I can't touch him.
		A:	I can touch him.
			Why can't you?
		B:	Because I'm afraid of h
11.	Matta.	A:	Hit him! (mattèg: I hit
		B:	I can't hit him.
		A:	I can hit him.
			Why can't you?
		B:	Because I'm afraid of h

3

he following exercise is a repeat of 19 E-7 with plural ubjects and objects. The verbs are again transitive.

.	Aĝĝamug!	A:	(You,plur) Look at them!
	Mâ gisiaĝĝamaĝatjig.	B:	We (plur,exc) can't look at them.
	Nîn gisiaĝĝamgig.	A:	I can look at them.
	Goĝey ugjit mu gilew?		Why can't you (plur)?
	Jipalgêtjig oĝo.	B:	Because we (plur,exc) are afraid of them.
.		A:	(You,plur) Sing to them!
		B:	We (plur,exc) can't sing to them.
		A:	I can sing to them.
			Why can't you (plur)?
		B:	Because we (plur,exc) are afraid of them.
		A:	(You,plur) Talk to them!
		B:	We (plur,exc) can't talk to them.
		A:	I can talk to them.
			Why can't you (plur)?
		B:	Because we (plur,exc) are afraid of them.
		A:	(You,plur) Laugh at them!
		B:	We (plur,exc) can't laugh at them.
		A:	I can laugh at them.
			Why can't you (plur)?
		B:	Because we (plur,exc) are afraid of them.

19 E-8 (Cont'd)

5. ____________________ A: (You,plur) Scratch the
____________________ B: We (plur,exc) can't sc
them.
____________________ A: I can scratch them.
____________________ Why can't you (plur)?
____________________ B: Because we (plur,exc)
afraid of them.

6. ____________________ A: (You,plur) Pinch them
____________________ B: We (plur,exc) can't pi
them.
____________________ A: I can pinch them.
____________________ Why can't you (plur)?
____________________ B: Because we (plur,exc)
afraid of them.

7. ____________________ A: (You,plur) Take care
____________________ B: We (plur,exc) can't t
ca[illegible] of them.
____________________ A: I [illegible]n take care of th
____________________ W[illegible] can't you (plur)?
____________________ B: Because we (plur,exc)
afraid of them.

8. ____________________ A: (You,plur) Feed them
____________________ B: We (plur,exc) can't f
____________________ A: I can feed them.
____________________ Why can't you (plur)?
____________________ B: Because we (plur,exc)
afraid of them.

9. ____________________ A: (You,plur) Play with
____________________ B: We (plur,exc) can't
with them.
____________________ A: I can play with them
____________________ Why can't you (plur)
____________________ B: Because we (plur,exc
afraid of them.

9 E-8 (Cont'd)

10. ______________________

____

____

____

____

A: (You,plur) Touch them!

B: We (plur,exc) can't touch them.

A: I can touch them.

Why can't you (plur)?

B: Because we (plur,exc) are afraid of them.

11. ______________________

____

____

____

____

A: (You,plur) Hit them!

B: We (plur,exc) can't hit them.

A: I can hit them.

Why can't you (plur)?

B: Because we (plur,exc) are afraid of them.

E-9

This exercise introduces double objects on verbs. The direct object is unspecified for animacy (i.e. animate or inanimate) and the indirect object is animate. Most verbs are from 19 E-3.

1. Pewalin nīn êtĝatêmulin.

Moĝwà, nīn gisitĝattes je têlià mu apoĝonmuiwn.

A: Do you want me to hit it for you? (tağtêmul: 'I hit it/him for you')

B: No, I will be able to hit it without your help. (Lit: even if you don't help me.) (gisi + etĝattes: 'to be able + I will hit it)

2. ______________________

____

____

____

A: Do you want me to sing it for you? (getapegiatemul: 'I sing it/him for you')

B: No, I will be able to sing it without your help.

19 E-9 (Cont'd)

3. ____________________
____

A: Do you want me to look
at him for you?
(aĝĝatêmul: 'I look at
him for you')

____
____

B: No, I will be able to
look at him without yo
help.

4. ____________________
____

A: Do you want me to cook
for you?
(wissugatêmul: 'I cook
him for you')

____
____

B: No, I will be able to
cook it without your h

5. ____________________
____

A: Do you want me to scra
him for you?
(gesipàtul: 'I scratch
him for you')

6. ____________________
____

A: Do you want me to wash
for you?
(gesispàtul: 'I wash
it for you')

____
____

B: No, I will be able to
him without your help

7. ____________________
____

A: Do you want me to pin
him for you?
(mên'toĝopĝàtul: 'I pi
him/it for you')

____
____

B: No, I will be able to
him without your help

8. ____________________
____

A: Do you want me to kic
for you?
(tegtesgêmul: 'I kick
for you')

____

B: No, I will be able to
him without your help

E-10

Do the following exercise on passives. Passivization again involves transitive verbs. Note that both A. and B. are passive constructions. (See N.S.)

1.	Talàlulg Jòn? (telàlêg: 'I'm doing it to him') *	A:	What's being done to you, Joan?
	Etêliaĝĝamimg.	B:	I'm being watched. (aĝĝamg: 'I look at him')
	Gatu negêm?	A:	How about him?
	Eteliaĝĝamut elg negêm.	B:	He's being watched too.
2.	____________	A:	What's being done to you, Joan?
	____________	B:	I'm being pinched. (mên'toĝopĝālêĝ: 'I pinch him')
	____________	A:	How about him?
	____________	B:	He's being pinched too.
3.	____________	A:	What's being done to you, Joan?
	____________	B:	I'm being buried. (êtĝotalg: 'I bury him')
	____________	A:	How about him?
	____________	B:	He's being buried too.
4.	____________	A:	What's being done to you, Joan?
	____________	B:	I'm being taken care of. (angweyaĝ: 'I take care of him')
	____________	A:	How about him?
	____________	B:	He's being taken care of too.

Do not confuse the underlying subject/object functions assigned to Jòn in sentences which are superficially similar such as: Talā̀lulg Jṑn?, where Jòn is object and Telā̀lêg Jòn, where Jòn is subject.

19 E-10 (Cont'd)

5. ____________________ A: What's being done to you, Joan?

____________________ B: I'm being put in good humour (welgwijàlêg:'I put him in good

____________________ A: How about him?

____________________ B: He's being put in good humour too.

6. ____________________ A: What's being done to you, Joan?

____________________ B: I'm being drowned. (samuĝannèpèg: 'I drown him from samuĝan + nèpèg, 'I wa kill him')

____________________ A· How about him?

____________________ B: He's being drowned too.

7. ____________________ A: What's being done to you, Joan?

____________________ B: I'm being fought. (matênêq: 'I fight him')

____________________ A: How about him?

____________________ B: He's being fought too.

19 E-11

Write, in Micmac, nine questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

19 E-12

Write a conversation based as much as possible on this lesson's materials. Be sure to use transitive verbs with direct and indirect objects. Also use at least one reciprocal and one reflexive. (Hand in for correction.)

E-15 (Cont'd)

Gisigùg elg na màw eliamutêpênig maĝutêmênew tàm pasêg goĝey je têlià ugtoĝotasêg ugjit êmsêt wen piluey. Na lamugtesang wīsisuèg muinèg, tiàmuèg, giùnigèg, gopitewèg aĝ matuesuèg mè epultijig uggijua umustiwa na maw welnugèg wius aĝ na ula ugjit na pasêg gisigùg. Aĝ pana wijey ugjit muīnèl uligsīl, uggamlamunn, wīn aĝ gisna ap igtigêl piluèl mijipjewèl ginitètêmītipênn.

Vocabulary:

eliamg/eliaptêm		I leave him/it be, alone
wetĝolg/wetĝotêm		I forbid him/it
lamugtesan	(g)	a fetus
nêmusti	(l)	my belly
nugèg		it is soft, tender
niligsīl		my guts, entrails
êngamlamun	(l)	my heart
wīn		bone marrow

Na nigè ugjit gisiguīsgwaĝ, gisigùemg na tujīw ugjit atêlasêmimg aĝ mò nugù wetêmitètêmùun wetĝolugsimgêl. Mò nugù amujpa sèg eliewn tàn tujīw tepgunsetewèl mesênmên. Un'janua na angweyatītipêni. Gepmitèltītipêni aĝ niganitèlêmtītipêni maljewèjg mimajuinù aĝ tà goĝey nenmītij ugjit êgsênugowaĝan aĝ êmpisunn na pipanimutêpênig. Tujīw elg na gisiguīsgwaĝ tàsijig wesuàtùtip mal'palèwitewimg, êstêgè nujiapoĝonmuemg usgijinòti.

Vocabulary:

gisiguīsg (-īsg)	(g)	an old woman (denoting feminine gender)
atêlasêmi		I rest
wetêmitèlmêg/wetêmitètêm		I care for him/it

19 E-15 (Cont'd)

wetĝolugsimg	(l)	a taboo, something forbi
niganitèlmêg/niganitètêm		I think of him/it most; he/it is foremost in my
êgsênugowaĝan	(l)	disease, sickness
êmpisun	(l)	medicine
nujiapoĝonmuet usgijinōti		a midwife

Ap newtè tà goĝey igtig ugjit sigùsgwaĝ. Negêmow na wetĝolutêpênig maĝutêmênew wīsisuey nèpàsêg maljewèjg jīnêmug. Tà goĝey maĝutêmītij na amujpa nèpàsêg jīnê tepĝatg, gisigùjīnêm gisna nà tuen saĝamaw. Mò wen giasgiwowey gey'tug tà goĝey ugjit ula wettêliaĝ gatu tès na mimajuinùg majuggatêmītitêl êtpêlutaĝan sàĝawè gīs sàĝ majuggatasêgêl. Mīgêmaĝ na geggunmītipênn pa neĝemowowèl êtpêlutaĝann êstêgè Wenujg gegunmītitêl negêmowowèl aĝ Aĝalasièwg ap negêmowowèl piluèl.

Vocabulary:

sigùsgw	(g)	a widow
tepĝatêm		I am married
Wenuj	(g)	a french person
Aĝalasièw	(g)	an english person

Na nigè êmpuaĝan aĝĝatêmùg. Tàn ĝasèg mimajuinu mò getùmijjigw gisna mò getugtêmagw, gisna nugù mò giso gegw, na igtigig unaĝapemg puniwtêmeywàtitêl. Telue mō na wen gelùgtênug geluluj ula tà nuen elugatg gêp pusimg ugjit najiwijitgweywan wetapegsultijig tàn ne wetapegsij wàsōĝ. Mà wen tujīw pa gêlusigw aĝ êmset tàn telapewij màmunimsêgèg. Na ula getùnpêg, têluen jīnêm, tàn tèsêg goĝey assutg na nigè igênmuetutew u aĝ esgwiejig ugjigsù. Je màw ugtī ênmùji gaĝisg nèp muatên gêlaman na wijèuguta tàn eliej. Pana je elg

-15 (Cont'd)

wìgupàmataĝ, ula ênmùji maĝumàtita. Na ula gaĝayaĝ na nigè ewlitàsultitaĝ aĝ atgitemultitaĝ, ula oĝo gelùsilitêl witapual majàsilitêl, gatu amuj negêm majàsit melgitàt. Na têlitàtaĝ na ula wijey gêlapis ula êmpêmênij.

Vocabulary:

gisowògey	I am capable of speaking
nunaĝapem (g)	my friend
wetêmeyaĝ/wetêmòtêm	I bother him/it
elugowg/elugatêm	I work for him/at it
pusi	I am departing
wijitgweyaĝ/wijitgwòtêm	I am with, assisting him/it
wetapegsi...	I am decended from...
wàsòĝ	land of souls, heaven
tàn telapewi	how my face appears, countenance
mesgeyy	I am sad
assumg/assutêm	I own him/it
esgwiey	I am the one remaining
nujigsu (g)	member of a family
ênti (g)	my animal, usually a dog
gaĝìsg	often
atgitemi	I cry
melgitày	I am brave
Telàsi	I act in a certain manner

Tàn tujìw wen gisinpêg, eygêpênig tàsijig gisigùjìnêmug tàn igênmutêpênig ula ugtinninn. Na negêmow gimlàtùtip gênegg nipugtug tàn eteg wiguom gisitasêg giasgiwowey ugjit nigè ula êmpuinu elugaluj. Na ula gisigùg un'ji aĝ umusti panàtùtij aĝ getaĝòtùtij ugtêp aĝ uligsìl. Na ap menàtùtij mimajuinùl ugmêgegênêm toĝo tujìw temsêmìtij

19 E-15 (Cont'd)

ula wius ag̑ gispasêmȋtij êmgêlȗtewigtug gisna nȃgȗsete-wigtug gispasêmȋtij, na nigè igȃtuȃtij jȋnêmul uggwatg. Ag̑ na nigè apatnasȋsêmuȃtij ula ugmêgegênêm êl'pa wijey ag̑ mo mênȃtȗtigusên.

Tȃn tujȋw gesig paseg̑ gog̑onisgwepilmȋtitêl ugtinnin masgwiigtug, megwi ag̑ mag̑tawiessasêgêl. Na tujȋw el'tȗ êstêgè tȃn tepȃlatag̑ espêteg ag̑ gittȏg̑ilutȗtij. Tȃn tu sigw, na wijey ap telȃtȗtij êstêge tȃn telueg gêpêtȃg̑.

Vocabulary:

êntinnin (1)	my body
gimlȃlêg/gimlȃtu	I take him/it there secre
gênegg	far
êmpuinu (g)	a corpse
panȃlêg/panȃtu	I open him/it
getag̑ȃlêg/getag̑ȃtu	I take him/it out
êntêp (1)	my brain
mêgegên (1)	skin
temsêm (temsêg)	I cut it (I take his woman or man. Lit: I cut him/her)
gispasg/gispasêm	I dry him/it
êmgêlȗtew (1)	smoke
nȃgȗset (g)	the sun
igȃlêg/igatu	I leave, place, let go, of him/it
apatnasȋsêm	I sew it back on
menȃlêg/menȃtu	I take him/it off
gog̑onisgwȃlêg/ gog̑onisgwȃtu	I cover him/it
masgwi (1)	birch bark

-15 (Cont'd)

espêpi	I am sitting on something high; also, I am in high office
gittòĝilutu (gittòĝi + ellutu)	I put a fence around it (around + I fence it)
gêpêtàĝ	above

Tàn ĝasèg ula ugtinnin apsgwàtaseĝ utanigtug na ula wògêma aĝ witapa poĝtêtemultijig. Ugsisgual na maĝtawiessêmìtitêl, ula na telàtaĝatipênig welmajitàsultìtij. Tàn tujìw gisimàmuntemultìtij, na wesuàtùtip têmawey aĝ tapusêniji gisna nèsêsêniji ênmùji tàn nepgaĝ assumapêni aĝ mè piluèl nat goĝèl toĝo tujìw nùgwàtùtitêl. Na nigè siaw welmajitoĝsultijig gêlapis êpgisulàtij êmpuinùl wiguomigtug.

Vocabulary:

utan (1)	a village town, basically a settlement
nògêmaw (g)	my relative
poĝtêtêmi (poĝji + atgitemi)	I start crying (to begin + I cry)
maĝtawiesseĝ/ maĝtawiessêm (maĝtawêg + essêg/essêm)	I colour him/it black (black + I colour him/it)
welmajitàsi	I am (in) mourning
têmawey (1)	tobacco
assumg/assutêm	I own him/it
nùgwàlêg/nùgwàtu	I burn him/it
pegisulg/pegisitu	I bring him/it

a igtig nàgweg igàĝ, ula ugtinnin goĝonisgwepilmìtij êgegênigtug gisna gelugg atêlàwegên. Na nigè ula amallu-attaĝ. Amêlisêtag, wayopsgul nasìsêtag. Toĝo tujìw ap

19 E-15 (Cont'd)

miliessêmuataĝ ugsisgw aĝ pīgung nasòtuaten un'jig. Na nigè giasgiw majàsêg welmajitàsimg gès mu etĝotamêg
Jijuaĝa na tepgunset têlipgijiatew.

Vocabulary:

atêlàwegên	cloth
amallugalg/amallugatêm	I decorate him/it
amalīsêg/amalīsêm	I decorate him/it by sewi
wayopsgw (1)	a bead
nasīsêg/nasīsêm	I sew him/it on
pīgun (1)	a feather
nasàlêg/nasàtu	I put him/it on
pegijiaĝ	it lasts a long time

Na nigè igàĝ êtĝotamg. Tujīw na newte wijey êmsêt wer
ênnuij êtĝotalutêp. Gespègewag na negêmow giwnaĝa èwu
tip mênigu teluisig Tèsênigeg gigjīw eteg Oppīganjig.
Tujīw na wen êtĝotalutêp nuggul'pit. Tapùgul na gêmù
ennêmtàsêgêl newte gêpêtaĝ asoĝomasêg. Na ula ugtêlma
epunèg wen wesgitpit. Na ula gès mu goĝonitĝwamêg, t
wen igênmuatew nat goĝev tàn màw gelugg asutg. Pugwe
angunàtital gopitewegênn, giùnigewegênn aĝ mè igtigê
Igtigig igênmuatita tapī , êtĝàmu , têlawòĝĝ aĝ igtig
piluèl ugjit ula nepg èwêmên tàn tujīw êpgising wàsòĝ
Teligtêlamsêtasultipênig negêmow wàsòĝ na suel wijey
êstêgè maĝamigeg gatu mò wijey telimtuènug. Êgjijaĝa
jinaĝ na wijey têlmimajultitaĝ wàsòĝ êstêgè ula ginu
maĝamigeg. Etêna na ugjit na tujīw pugwelg êmpuinu t
goĝey igênmuàtij ugjit ulmimajultinew igàtij ugjijaĝa
mijuàgig.

e to the Student

The conditional mode in Micmac is usually translated in English by "would". An "if" or "but" is also implied. For example: "I would dance if I knew how" or "I would dance but I don't know how." In Micmac, the conditional is easily recognized by the occurence of a final double identical consonant cluster. A neutralization of the first and second persons singular is also characteristic of the conditional. Compare the following conditional paradigm to those in the present indicative at the end of the text:

1.	amalga-	to dance (stem)
	amalgaĝĝ	I would dance
	amalgaĝĝ	you would dance
	amalgass	he would dance
	amalgãgupp	we (dual,inc) would dance
	amalgal'tigupp	we (plur,inc) would dance
	amalgaĝegg	we (dual,exc) would dance
	amalgal'tigegg	we (plur,exc) would dance
	amalgaĝoĝĝ	you (dual) would dance
	amalgal'tigoĝĝ	you (plur) would dance
	amalgàtiss	they (dual) would dance
	amalgal'tultîtiss	they (plur) would dance
	amalgass	it (inanimate) would dance
	amalgal'tiss	those things (inanimate) would dance

In earlier lessons, we saw that certain verb classes undergo stem changes (morphophonemic adjustments) under certain conditions. For example·

2.	pegisin	I arrive
	pegisinap	I arrived

Note to the Student (Cont'd)

BUT

3.	êpgisinên!	arrive! (imperative)
	êpgisinan	if I arrive (subjunctive)
	êpgisintes	I will arrive (future)
	êpgisinugg	I would arrive (condition

Note that the conditional is among those that undergoe stem changes. The following is a sampling of differen verb classes in the conditional. Note, in this list those that undergo stem changes. Only the first and t persons singular are given. The second person is iden with the first person since their forms are neutralize

4.	nestuey-	to be wise (stem)
	ênsêtueyugg	I/you would be wise
	ênsêtuèss	he would be wise
5.	nestue-	to comprehend (stem)
	ênsêtuegg	I/you would comprehend
	ênsêtuess	he would comprehend
6.	alâm-	to swim (stem)
	alâmugg	I/you would swim
	alàss	he would swim
7.	etêlatal- (etêl + atal)	to be eating (stem)
	têlatalugg	I/you would be eating
	têlatalss	he would be eating
8.	alaptu-	to make tracks (stem)
	alaptugg	I/you would make tracks
	alaptuss	he would make tracks

ote to the Student (Cont'd)

9.	majàsi-	to be leaving (stem)
	majàsigg	I/you would be leaving
	majàsiss	he would be leaving
10.	nŭgà- (also nŭgwà-)	to be burning (stem)
	nŭgàĝĝ	I/you would be burning
	nŭgàss	he would be burning
11.	pegisin-	to arrive (stem)
	êpgisinugg	I/you would arrive
	êpgisinss	he would arrive

Note that weley- is also a stem-changing verb as are most w-initial verbs (wissugewg: 'I cook for him' is an exception):

12.	weley-	to be fine (stem)
	uleyugg	I/you would be fine
	ulèss	he would be fine

Now compare the following ay- and a- verbs to the ey- and e- verbs in 4. and 5.:

13.	wegay-	to be angry (stem)
	ugwayugg	I/you would be angry
	ugwayss	he would be angry
14.	metgwa-	to be bareheaded (stem)
	metgwaĝĝ	I/you would be bareheaded
	metgwass	he would be bareheaded

Note to the Student (Cont'd)

2- The imperative in Micmac often occurs as a stem. Th is, it occurs with no endings or changes whatsoever. For example:

1.	aĝĝam-	stem: 'to look at'
	Aĝĝam! (no change)	Look at him! (imperativ
2.	angweya-	stem: 'to care for'
	Angweyu!	Take care of him! (ya# -

This invariability, as in 1. is found only with verb that do not undergo stem changes. With verbs where changing is possible, the imperative is signalled by stem change. Note, however, that the verb stem stil does not take an ending:

3.	gesispàl-	stem: 'to work'
	Êgsispàl!	Wash him!

Both the examples of 1., 2 , and 3. are with animate objects. That is, the ABSENCE of an ending on the v stem signals that the object is animate. When the o is inanimate -tèn occurs in the imperative, and -tu verb stems ending in -àl. Note that some adjustment (morphophonemic and phonological) sometimes take pla resulting in a modification of the verb stem ending:

4.	aĝĝam-	stem: 'to look at'
	Aĝĝattèn!	Look at it! (mt → tt)
5.	angweya-	stem: 'to care for'
	Angòtèn.	Take care of it!

e to the Student (Cont'd)

6.	gesispâl-	stem: 'to wash'
	Êgsispâtu!	Wash it!
7.	gelul-	stem: 'to talk'
	Gêlutèn!	Talk to it!
8.	angitèlêm-	stem: 'to think of'
	Angitètèn!	Think of it!
9.	tegtesga-	stem: 'to kick'
	Êtgêtesgèn	Kick it!

In all examples involving transitive imperatives, the object of an imperative verb is unspecified for number. That is, it is ambiguously singular or plural. For example:

10.	Aĝĝam!	(you sing) Look at them! (same as 1.)
11.	Aggattèn!	(you sing) Look at those things! (same as 4.)
2.	Aĝĝamug!	(you plur) Look at him/them!
3.	Aĝĝatêmug!	(you plur) Look at that/those things!

The negative used with the imperative also shows a change in that a -t appears on the mu. Note also that the negative ending on the verb is -aw (singular) and -anew (plural).

4.	Mut aĝĝamaw!	(you sing) Don't look at him/them!
5.	Mut aĝĝamanew!	(you plur) Don't look at him/them!

Note to the Student (Cont'd)

3- In doing the exercises of this lesson, you worked with transitive verbs (verbs with objects) and combined pron (subject-object pronouns combined in one form). The st of an intransitive verb (verb without object), you will recall, can generally be established from the second person singular. A dropping of the second pronoun suff -n or -ên leaves us with the stem. For example:

1.	amalgan	you dance
	amalga-	stem: 'to dance'
2.	alãmên	you swim
	alãm-	stem: 'to swim'

The stem of transitive verbs can generally be establish from a combined I/him pronoun. The first person (I) is not marked, and a dropping of the third person object (him) will leave you with the transitive stem. This th person animate is -êg, -g, or -ĝ after the vowel a. Fo example:

3.	nemĩg	I see him
	nemĩ-	stem: 'to see somebody'
	Nêmi!	Look at him!
4.	aĝĝamg	I look at him
	aĝĝam-	stem: 'to look at somebody
	Aĝĝam!	Look at him!
5.	gesalg	I love him
	gesal-	stem: 'to love somebody'
	Êgsal!	Love him!
6.	nenaĝ	I know him
	nena-	stem: 'to know somebody'
	Nenu!	Know him!

e to the Student (Cont'd)

In examples 3. through 6., the imperative is given to demonstrate that although it is very similar to the stem, it should not be confused with the stem nor should you attempt to infer the stem from the imperative. Note, however, that the stem can be easily gotten from the combined I/him form.

Combined pronouns occur as suffixes on the stems of transitive verbs. For example -in in nemîin. 'you see me', is the combined pronoun indicating the you/me, subject/object, relationship. * The number of combined pronouns needed in Micmac, although large, can be greatly simplified by looking for systematic relationships with already known endings (morphemes). For example: "He sees me" is nemîit where the combined pronoun is -it. Pluralizing the subject results in "they see me", nemîijig (from nemîit + ig). The same is true for many other forms where it simply becomes a matter of recognizing morphemes (plural, obviative, etc.) that we've already learned to use. In the case of nemîijig, the morpheme is the plural -ig. When this combines with nemîit a familiar sound adjustment takes place: t becomes j before an i that is in a following morpheme (t → j/ __ + i). The j also becomes voiced since it occurs in an intervocallic position after the addition of -ig. **

Some combined pronouns can be analyzed into component pronouns. For the purposes of this teaching grammar, they will be presented as inseparable units.

The t becoming j change could be described as affrication. That is, the stop t, [t], becomes an offricate, [č], and is voiced intervocallically to give j, [ǰ].

Note to the Student (Cont'd)

Listing all of the combined pronouns in their singular,
dual, plural, inclusive, and exclusive forms as they ar
found on different verbs would demand a tremendous amou
of space and work. To simplify things, what we have do
is presented you with tables which give you the combine
pronouns for ONE sample verb, *nemīg*, 'I see him' (stem:
nemī-). By taking other transitive verb stems and work
with your teacher, you can learn to make the necessary
sound adjustments (morphophonemics) for various verb
classes when combined pronouns are added to these stems
After a while you will find that you will have no diffi
in forming combined pronouns and transitive verbs. A f
examples of this will be given after the tables. As f
nemī-, only two sound adjustments have to be made in
combining this stem with the combined pronouns. The fi
is that *ī* drops before *ū* (ī → ∅ / __ + ū); the second
that *ī* shortens to *i* before *ā* (ī → i / __ + ā).

The way of using tables such as table 1 is to first ch
a transitive verb given in I/him form. For example, t
could be *nemīg*, 'I see him'. Dropping the *-g* leaves y
with the stem *nemī-*, 'to see somebody'. Keeping this
in mind, pick a subject pronoun from the vertical colu
of the table. Then choose an object pronoun from the
horizontal column of the table. Where they intersect
the combined pronoun. For example, in table 1a, the
combined he/you pronoun is *-sg*. This, when added to t
transitive verb stem *nemī-* gives *nemīsg*, 'he sees you'
Similarly, the he/he pronoun is *-atêl*. This gives
nemiatêl, 'he sees him'. Note that the *ī* has shortene
and that the *-êl* is the obviative ending (see lessons

Note to the Student (Cont'd)

In tables 1 and 2, an "X" indicates that no combined pronoun exists for a given combination. For example, a we/I pronoun as in "we see me" is not possible. Transitive verbs also do not distinguish the dual from the singular or plural. The only numbers distinguished are singular and plural. Hence, on table 1, you will not see any listing for "dual" since duality does not exist with combined pronouns.

Dashes, "——", in the table indicate that the form exists but is presented in table 2 which is reserved esclusively for reflexives and reciprocals. Working with nemī-, practise creating subject-verb-object sentences (expressed as one word) from tables 1a, 1b, 1c, 1d. Write these forms out and check them with your teacher.

Note to the Student (Cont'd)

TABLE 1: Transitive Combined Endings

Table 1 a) STEM: nemĩ-

OBJECT

SUBJECT	I	You	He	We, inc. plur.	We, exc. plur.
I	—	ũl	g	X	X
You	in	—	t	X	ieg
He	it	sg	= atêl	ũgsĩgw	ũgsi
We, inc. plur.	X	X	ũgg	=	X
We, exc. plur.	X	ũleg	gêtt	X	=
You plur.	ioĝ	X	oĝ	X	ie
They plur.	ijig	sgig	ãtitêl	ũgsĩgwig	ũgsi
It	ig	sg	j	ũgsĩgw	ũgs
Those things	igêl	sgêl	têl	ũgsĩgul	ũgsi

Note to the Student (Cont'd)

TABLE 1: Transitive Combined Endings

Table 1 b) STEM: nemĩ-

		OBJECT			
		You, plur.	They, plur.	It	Those things
SUBJECT	I	ũloĝ	gig	tu	tuann
	You	X	jig	tũn	tũun
	He	ũgsiog	aji	toĝ	toĝol
	We, inc. plur.	X	ũggig	tũgw	tũgul
	We, exc. plur.	uleg	gêtjig	tueg	tueĝel
	You, plur.	=	oĝig	tuoĝ	tuoĝol
	They, plur.	ũgsioĝ	= ãtiji	tũtij	tũtitêl
	It	ũgsioĝ	gwĩtij	—	X
	Those things	ũgsioĝêl	gwĩtitêl	X	=

Note to the Student (Cont'd)

In table 2 which follows, we will fill in the dashes "___" listed in table 1. All of these blanks are reflexive and/or reciprocal Consequently the subject and object are identical (see diagonal on tables). A REFLEXIVE is indicated in English by "...-self"; a RECIPROCAL by "...each other". For example, the combi pronoun for I/I + self is the reflexive -si. Joined t the transitive verb stem nemî-, this gives nemîsi, "I myself". Similarly, he/he + self is -sit. This give nemîsit, 'he sees himself". The reciprocal combined pronoun for the same persons, however, is different. The reciprocal he/he + each other is -tijig. We ther get nemîtijig, 'they (dual) see each other'. ("dual" with 'he' indicates that there is a total of two people involve case: A: looking at B: ; B: looking at A:)

Working with nemî-, practise creating reflexive and reciprocal sentences. Write these one-word sentence and check them with your teacher.

TABLE 2: Reflexives and Reciprocals

Table 2 a) STEM: nemî-

OBJECT

SUBJECT	I	You	He	+ -self/each ot
I	si			
You		sin		
He			sit tijig	

Note to the Student (Cont'd)

Table 2 b) STEM: nemī-

OBJECT

		We, inc. dual	We, inc. plur	We, exc. dual	We, exc. plur. - -self/each other
S U	We, inc. dual	sīgw tīgw			
B J	We, inc. dual		sultīgw tultīgw		
E C	We, inc. dual			sieg tieg	
T	We, inc. dual				sultieg tultieg

Table 2 c) STEM: nemī-

OBJECT

	You, dual	You, plur.	They, dual	They, plur - -self/each other
You, dual	sioĝ tultioĝ			
You, plur.		sultioĝ tultioĝ		
They, dual			sijig tultijig	
They, plur.				sultijig tultijig

Note to the Student (Cont'd)

Table 2 d) STEM: *nemî-*

OBJECT

SUBJECT	It	Those, dual	Those, plur
It	sig		
Those, dual		sigêl tigêl	
Those, plur.			sultigêl tultigêl

- -self/each other

4- As you saw from working with tables 1 and 2, transitive verbs can have both animate and inanimate subjects and objects. The occurence of inanimate subjects is by far not as common as that of inanimate objects and we will therefore only discuss inanimate objects in what follows.

Transitive verbs in Algonquian languages have traditionnally been classified as consisting of two stems: transitive animate, and transitive inanimate. Such a classification is unfortunate in some ways at least for Micmac, since it overlooks the fact that most animate/inanimate stems are related. That is, the inanimate verb stem can in large number of cases be derived from the animate verb stem. This really means that there is only one verb stem with an object pronoun ending for inanimacy. Such an object pronoun occurs in three common forms: *-têm*, *-tu* and *-m*. For example *nemîg* is "I see him" (animate object pronoun); *nemitu* is "I see it" (inanimate object pronoun). Similarly, *majuggwalg* is

Note to the Student (Cont'd)

"I follow him"; majuggwatêm is "I follow it". And finally pastèg is "I smash him"; pastèm. "I smash it".

In classifying verbs, it appears to be possible to do this with only two classes of inanimate verb endings: -têm and -tu. The ending -m only occurs after verb stems ending in a long vowel and it could therefore be included in the -têm class. This means that every dictionary entry for a transitive verb would have to be followed by -tu or -têm. For example:

1.	nemìg (-tu)	I see him/it
	majuggwalg (-têm)	I follow him/it
	pastèg (-têm)	I smash him/it

Until now, we have been stating in full, both the animate and inanimate forms as dictionary entries. If you look back at the vocabulary given after the stories of this and previous lessons, you will see transitive verbs entered as follows:

2.	nemìg/nemitu	I see him/it
	majuggwalg/majuggwatêm	I follow him/it
	pastèg/pastèm	I smash him/it

Lexical entries such as those of 2. require more space than those of 1. but do not leave inanimate verbs to be worked out by rule. This, we feel is especially important for people learning the language since it makes important information easily available. The entries of 1. don't leave much work other than the application of a few rules in order to get at the inanimate verb forms. This is automatic for speakers of Micmac but difficult for those learning it.

Note to the Student (Cont'd)

An even more abstract and clearly less practical approach to stating transitive verbs in a dictionary would be to enter only the animate form and predict the inanimate form by rule. Exceptions would be listed in full as in 2., or partially as in 1. This would capture the important fact, intuitively known by all speakers of Micmac, which is that most transitive animate and transitive inanimate verbs of Micmac are really one verb. The unmarked verb is the animate verb, and the same verb with the inanimate object marker or pronoun -têm, -tu or -m is the inanimate verb. In fact, these three inanimate object markers can also be reduced to one form, -têm.

The rules relating such forms are too complex for study in a text such as this (see coming footnote). By practising the following list of transitive verbs, however, you will soon "intuitively" find that from the animate form, you can predict the inanimate form. Note that you will be able to do this with new verbs that fall in the same classes as those stated here.

3.	gesgelmêg/gesgeltêm (also: wijitgòtêm)	I assist him/it
	wijèwêg/wijòtêm	I accompany him/it
	majuggwalg/majuggwatêm	I follow him/it
	amaleyaĝ/amalòtêm	I treat him/it playfully
	wenaĝàlêg/wenaĝàtu	I lift him/it
	wegayugtaĝ/wegayugtêm	I am angry at him/it
	wesgowogtaĝ/wesgowogtêm	I laugh at him/it
	gesalêg/gesatêm	I love him/it
	amaltèg/amaltèm	I hit him/it playfully
	amaseyaĝ/amasòtêm	I keep my distance from him/it

Note to the Student (Cont'd)

taĝamg/taĝtêm	I hit him/it
panasĝàlêg/panasĝàtu	I open him/it
paspêg/pastêm	I crush him/it with my teeth
angweyaĝ/angwòtêm (also: angòtêm)	I take care of him/it

Some of the verbs which follow, however, must be classified as -tu or -têm verbs since this does not appear to be predictable on the basis of the verb stem.

4.	esipulg/esiputu	I sharpen him/it
	gelulg/gelutêm	I speak to him/it
	elugwalg/elugwatêm	I fix him/it
	mimugwalg/mimugwatu	I hide him/it
	angitèlèmg/angitètêm	I think of him/it *

[*] The following set of rules will yield transitive inanimate verbs from transitive verbs. Note that they fail in many of the examples of 3. but work in all those of 2.
First obtain the transitive animate stem by dropping -êg, -g or ĝ from I/him combinations. For example nemìg, 'I see him', leaves us with the stem nemī-. Then add -têm (really /-tm/ with a rule inserted schwa) which is the inanimate object marke
1a. Drop the final stem consonant including a preceding schwa. If the stem ends in a short vowel, drop it.
$\check{V}$, (ê)C $\longrightarrow \emptyset /$ ___ + têm (where $C \neq w,y$).
1b. If rule 1a. has not applied and the verb stem ends in a long vowel, then -têm reduces to -m. tê $\longrightarrow \emptyset / \bar{V}$ + ___ m
(This rule can only apply if rule 1a. has not applied).
2. Drop a final stem consonant following a long vowel.
C $\longrightarrow \emptyset /$ V___ + têm.
3. The ending -têm becomes -tu if a long unrounded vowel precedes. êm $\longrightarrow$ u/$\bar{V}$ + t ___ (where V is unrounded).
4. Drop a short a that occurs after ĝ and before -têm.
a $\longrightarrow \emptyset /$ĝ ___ + têm.
5. A glided cluster becomes ò before -têm.
$V\begin{Bmatrix} w \\ y \end{Bmatrix} \longrightarrow$ ò/ ___ + têm (where V can be short or long).

(continued on next page)

Note to the Student (Cont'd)

Transitive verbs can also have double objects. This aspect of Micmac, as well as many others, is also worthy of much more time than can be given to it in this text. Transitive verbs with double objects are usually of the following structure:

5. Transitive Verb stem + inanimate object marker + combined pronoun.

In this type of frame the direct object is the inanimate object marker, -têm, for BOTH animate and inanimate objects. The indirect object is the combined pronoun. For example:

6a. taĝam-	stem: 'to hit somebody'
taĝamg	I hit him
taĝamg ênmûj	Lit: I hit him the dog

(footnote continued)

* 6. Drop t if it occurs between two stopped consonants (See lesson 9, Note to the Student 3- for this rule which is independently needed to account for possessives).
$t \rightarrow \emptyset / C \_\_ + C$ (where C is a stopped consonant such as p, t, g, j.)
7. w can optionally come after a consonant and before ò.
(optional) $w \rightarrow \emptyset / C \_\_$ ò.
Given a set of rules such as these, only one lexical entry need be made for most transitive verbs. This is the animate form from which the inanimate is formed by the addition of the inanimate object pronoun -têm and with morphophonemic adjustment following. Exceptions such as mimugwalg (see 4.) where -tu occurs instead of -têm will have to be stated as such. Note that this applies to a lexicon and not necessarily to a dictionary where for practical reasons certain kinds of redundancy can be desirable. Hence, a dictionary would be easiest to use if entries were as in 2.

Note to the Student (Cont'd)

6b. taĝtêm (from taĝam + têm)	I hit it
taĝtêm gwitên	Lit: I hit it the canoe

Now note the neutralization to -têm when an indirect object is added: *

7a. taĝtêmul (from taĝtêm + ul)	I hit him (or it) for you
7b. taĝtêmul ênmûj	Lit: I hit him for you the dog
7c. taĝtêmul	I hit it (or him) for you
7d. taĝtêmul gwitên	Lit: I hit it for you the canoe

When the object -têm is pluralized, the sentence taĝtêmul, 'I hit him/it', is disambiguated by the inanimate plural -êl or by the animate plural -ig:

8a. taĝtêmulann (also: taĝtêmulanêl)	gwitênn (also: gwitênêl)	Lit: I hit those things the canoes for you
8b. taĝtêmulanig ênmûjig		Lit: I hit them the dogs for you

The same disambiguation occurs if the indirect object is also plural. In such a case a plural instead of a singular combined pronoun is used:

---

* This neutralization to the inanimate rather than the animate is found in other Algonquian languages and may be a consequence of "Marking". For a discussion on this, see "The Fourth Person Fiction in Algonkian" by Gilles L.Delisle, Linguistics, An International Review, #132, July 15, 1974, pp 19-33 and also "Non-Standard Concord and the Marking Hypothesis", by Gilles L.Delisle, pp 85-138 in Working Papers in Language Universals, Number 11, April 1973, Stanford University.

Note to the Student (Cont'd)

9a. taĝamuloĝ (from taĝam + ul + oĝ)	I hit you (plur)
9b. taĝtêmuloĝol (from: taĝtêm + uloĝ + êl) *	I hit those things for you (plur)
9c. taĝtêmuloĝig (from: taĝtêm + uloĝ + ig)	I hit them for you (plur)

The inanimate plural morpheme -êl should again not be confused with the homophonous obviative morpheme -êl. Remember the form of the obviative in the singular and plural (see Lesson 9, Note to the Student).

10a. taĝtêmaĝ (from: taĝtêm + aĝ)	I hit it for him
10b. taĝtêmaĝal (from: taĝtêm + aĝ + êl)	I hit him/it for him/them (Obviative -êl becomes -al through vowel harmony. Note the neutralization of number to him/them and of animacy to him/it)
10c. taĝtêmaĝi	I hit them for him/them

Transitive verbs can also have an intransitive counterpart in many cases. This again is a productive process involving the same verb stem. Practise the following few verbs, intransitive to transitive, until you can intuitively make the shift in transivity.

---

* *Vowel harmony changes ê to o in this environment. That is:* $\hat{e} \rightarrow V_1 / V_1 \hat{g}$ — l.

Note to the Student (Cont'd)

Intransitive	Transitive	
11. elugey 'I work'	elugatêm	'I work it'
12. wesgey 'I fish'	wesgatêm	'I fish it'
13. getantegey 'I hunt'	getantu getanêg	'I hunt it' 'I hunt him'

In example 13., the transitive verbs could be used with animate and inanimate objects as follows:

14. getanêg	lentug	Lit: I hunt him the deer
getantu	lentugewey	Lit: I hunt it deer-meat

Continue studying shifts in transitivity with the following four verbs which are taken from 19 E-3:

15. qesispâtegey "I wash"	qesispâtu qesispâlêg	"I wash it" "I wash him"
16. qesipâtegey "I scratch"	qesipâtu qesipâlêg	"I scratch it" "I scratch him"
17. mêntoĝopĝâtegey "I pinch"	mêntoĝopĝâtu mêntoĝopĝâlêg	"I pinch it" "I pinch him"
18. teqtesgewey 'I kick'	teqtesgêm teqtesgaĝ	'I kick it' 'I kick him'
19. wissuqwatigey 'I cook'	wissuqwatêm wissuqwalq	'I cook it' 'I cook him'

5. Passivization is a position-switching operation based on a transitive construction (a subject-verb-object construction).

Note to the Student (Cont'd)

The result is usually a very minor change in meaning. For example, the active sentence, "John hit Bill" can be passivized to "Bill was hit by John". The agent, John, and the recipient of the action (the patient), Bill, are the same in both the active and the passive sentences. Grammatically, however, they switch positions. The active subject, John, becomes the passive object, and the active object, Bill, becomes the passive subject. It is very important that you understand this, especially for Micmac since the grammatical or surface object is marked with ê1, the obviative. In the passive, this grammatical object is the agent or underlying subject. This will be clarified by the examples which follow.

The passive in the third person is signalled by -u- attached to the stem. For example, nemî-, 'to see' is nemû- (nemî + u-) 'to be seen' in the passive. Carefully study the following and note where the obviative -êl (-al on proper nouns) occurs:

1a. nemiatêl — She sees him

1b. Jõn nemiatêl Samal. — Joan sees Sam.

By passivizing sentences 1a. and 1b., we obtain the following:

2a. nemût — He is seen by her

2b. Sam nemût Jõnal. — Sam is seen by Joan.

In both sentences 1b. and 2b., the agent (underlying subject) is Jõn. Note, however, that in sentence 2b. Jõn is grammatical object since it is marked by the obviative.

Note to the Student (Cont'd)

Such position-switching at the grammatical level is characteristic of passive constructions. Be sure that you can recognize such constructions when you encounter them.

Carefully study the following paradigm which is given entirely in the passive:

taĝam-	Stem: 'to hit someone'
etêlitĝamimg (-wimg after a vowel)	I'm being hit
etêlitĝamulg	you are being hit
etêlitĝamut	he is being hit
etêlitĝamugsīgw	we (plur,inc.) are being hit
etêlitĝamugsieg	we (plur exc.) are being hit
etêlitĝamugsioĝ	you (plur) are being hit
etêlitĝamujig	they (plur) are being hit
etêlitĝatêmg	it is being hit
etêlitĝatêmgêl	those things are being hit

You have seen many times that intransitive e- and ey- verbs can appear to be very similar. Note, however, how they differ when the verb stem is intransitive and how this is reflected in the passive:

3a. Intransitive:

nestuey	I comprehend
nestuen	you comprehend
nestue-	Stem: 'to comprehend'

3b. Transitive:

nestaĝ	I understand him

3c.

nestuimg	I am understood

Note to the Student (Cont'd)

4a. Intransitive:

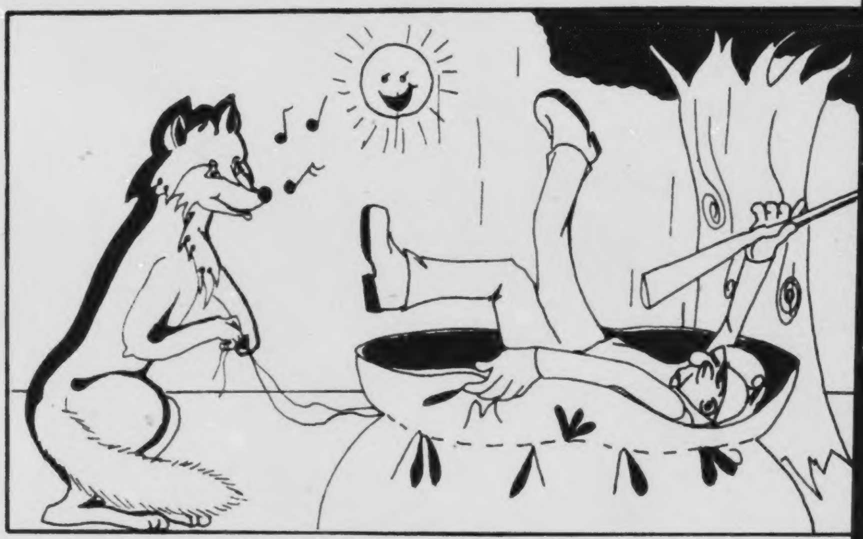
nestueyy	I'm responsible
nestueyn	you are responsible
nestuey-	Stem: 'to be responsible'

4b. Transitive:

nestueyaĝ	I raise him responsibly

4c.

nestueywimg	I am raised responsibly *



* w occurs before y since y is an underlying vowel, i, and there is an invervening morpheme boundary, + .

Geginãmasimg newtisgàĝ je pesgunateg

Wapus Geluluet - 4 pugey

"Mu getêlewey nitap gīl! Gisi ewlãlin aĝ gisi egsêpuguãlin!" Giũnig jigêmugtuatêl. "Je mè gêlũgtêsoĝ igênmulasén siawsamuĝaninpêmên!"

"Goĝey ugjit mò telàtegewsêp?" mèsêlamit Wapus, mè etêllũgwij samuĝan.

"Tel'tètêm samuĝaninpêmêg wesam'gêlũg ugjit gīl," Giũnig wesgewtêlimatêl. "Etêliesgêmay nêmitun tàn têlàlultew Pipsaĝ tàn tujīw êgjītoĝ negêm aĝ un'jang amuj pa guisultitaĝ ulònug nèpêtītij! Etug je gīl awna maĝumultaĝ, Wapus. Ninen na giũnigaĝ mawwigtêmeg wapusuey."

"Mesgeyy tàn teliòpêlàlul ugjit Nisũa"

"Mu òpêlàliwn," Giũnig wesgeweywatêl. "Nisũa têluet têmg ugsêmugatew gès mu malièwinew gilew. Nīn têmg wijèwitew."

Na Giũnig miguamatêl Pipsaĝal wejgũelitêl.

"Alà Pipsaĝ wejgũet aĝ telapewit guisinn! Mè gelũg wesêmugan!"

Vocabulary:

getêlewey (1)	in fact, actually genuine
egsuey	I lie, I say an untruth
jigêmugtaĝ	I growl at him
jigêmi	I growl
mèsêlami	I gasp for air
esgêmay	I wait
gewisin	I am hungry
nepay	I sleep
wapusuey (1)	rabbit meat
mesgeyv	I am sorry
òpêlàtegey	I do something wrong

Wapus Geluluet (Cont'd)

wesgeweyy	I laugh
wesêmugay	I run away, I flee
wijèwey	I follow
miguaptêm	I see it suddenly
telapewi	I have a certain look on my face

Na ula Wapus telnêmituaj Pipsaĝal ugsisgw sêmtug mesgèg mu jigsêtuagw Giũnigal aq̂ wesêmugagw, gatu na èpa mà gisêmugagw. Mè wesam mênaĝanat aĝ mò ugjũsêmigw ugjit gisipĝottugimên —— gatu tès na telamũg etêlwèjĩsij, na tès na wigumatêl Êgji Saĝamawul aĝ gim pipanimatal apoĝonmagun.

Jijuaĝa Gêlusgap —— negêm tàn telipgisíng êstêgè ugjũsên aq̂ mò eymug jĩnêm nestasij —— sêmtug neyyêtesing megway'g Wapusal aĝ Pipsaĝal.

"Gĩs ap etêlginuen, Wapus," Egji Saĝamaw telimatêl, giasgiw na negêm tel'tètasêg mè gesalatêl Wapusal jemu tàn tèsêliji igtigi gisiapêni, "gè aĝĝattèn tàn nigè ap pegisulêsg!"
"Mesgeyy wetêmeyul, Gisiteget," Wapus gelutêmuaj apigsigtuey. "Teltegêp amuj getapày gisna tegisêmi —— aĝ gĩs gisiwjõtêm tegisêmimg. Amuj pa elitàsiap gĩleg."
Gêlusgap pasêg un'ji pepuegej, angòtg mu ugsêgewigwàsin. Na elapàsitêl Pipsaĝal, ùt ula nigè goĝwajapewit êstêgè mò gisiangitètêmugel maĝutêmên wapusuey.

"Pipsaĝ, sêmtug pewalul awantàsuatêmên weliwnaĝàtasimgewey aĝ wetapegsimgewey aĝ ula wijey telamũg. Pewalul têliman ula Wapus giasgiwowey tàn tel'tèlmêj ugjit êgtêlũsugwin."

Wapus Geluluet (Cont'd)

Vocabulary:

ênsisgw (1)	my face
jigsêtaĝ/jigsêtêm	I listen to him/it (implied is: "listen and obey")
èpa	even so
m̀enaĝĝanay	I am weak
ugjũsên (1)	wind, also a gust of wind
poĝtutugwĩm (poĝji + getgwĩm)	I start running (I begin + I run)
wèjĩg/wèjitu (wèjĩsi)	I find him/it (I find myself)
apoĝonmuey	I am a helper
nestasi	I understand
megwayg	in between
ginuey	I brag, boast
tel'tètasêg...	it is thought that...
pegisulg/pegisitu	I have brought him/it
wetêmeyy	I am busy
Gisiteget	the Creator
apigsigtuey (1)	an apology
pepuaĝalg/pepuegey	I shake him/it
angweyaĝ/angõtêm	I take care of him/it
goĝwajapewi (goĝwajey + apewi)	I have an innocent look on my face (innocent + my facial appearanc
awan'tãsualg/awan'tãsuatêm	I forget about him/it
wijey telamũg	of the same type, color
êntêlũsug (g)	my son-in-law

Na Pipsaĝ elapãsitêl Wapusal.

"Giasgiwowey teliaĝ, Wapus, gĩl etug jel gelũsin ugjit gĩl tãn wetagutêmên, gatu gĩl tãn wetagumjig aĝ sãĝawègĩg pitũgênijgamijgĩg mà sêmàtigwi nên'jang. Mõ eytênug gêlũsin jĩnêm ugjit êntus. Pestêmatew. Tãn tujĩw nigè

Wapus Geluluet (Cont'd)

gisnenaĝ ẽnjilj telamugsit êstêgè gĩl, mè pugwelg nemitaĝ gelũg Giũniq. Tel'tètêm Nisũa ul'tètg, na Giũnig negêm igênmuãs ugjõtêmên gismaliẽwinew."

"Na!" Wapus telimatêl. "telimulap apoĝonmultes." Gĩs ap poĝjiginuet. Gatu ula Giũnigòĝ gĩs majãsitaĝ natgwiluata Nisũaò ugjit têliman ula gelũg gêlusuaĝan.

Vocabulary:

elapãsi	I look in a certain direction
pitũnêmijgamij (g)	my forefathers (Lit· great grandfather)
esêmg	I feed him
nên'jan (g)	my child
pestêmay	I starve am famished
gwilaĝ/gwilêm	I search for him/it
gelũg gêlusuaĝan	good news (Lit: it's good the word)

Na Gelusgap getògiaĝĝamatêl ula Wapusal aĝ gegênuãtuatêl, "Etawey amuj nat goĝey wejigênũtêmasin ula tãn gistêliaĝ" "o tanmà" teluet Wapus "Nigè weligjĩtu nĩn mò gisitasiwap ugjit tegisêmimg aĝ wesgemg. Nigè wejãtegemg paseĝ ul'tâsites na nĩn na mawweliaĝĝamgusi, mawintaweyy aĝ mawiuliwnaĝãtasi Wapus ugsêtĝamũg! Aĝ —— " je ap gisiilitãsij, "tãn mawgêlũsit Nujigêluluet."

À na tujĩw, aĝ je Wapus pãĝalayut, Gêlusgap poĝjenmit, wesgewèg aĝ wesgewèg, telmãmunĩw je mitĩsg waĝjuitàjig ula ugjũsên wejiaĝ, aĝ Wapus amujpa ginãsit gennusit ula Gêlusgapal uggwat gêlaman mà'jigêlaĝsinug ugjũsênigtug.

Aĝ na nigè, gespiatoĝsi.

Wapus Geluluet (Cont'd)

Vocabulary:

getòĝiaĝĝamg/getòĝiaĝĝattêm (getòĝi + aĝĝamg/ aĝĝattêm)	I look at him/it intently (to a great extent + I look at him/it)
etawey	I beg, hope, pray
wejigênũtêmasi... (weji + gegênũtêmasi)	I have learned from... (from + I learn)
gistêliaĝ	what has taken place
Ò, tanmà! (also: talmà)	Certainly!
weligjijĩg/weligjĩtu	I know him/it well
gisitasi	I have been created
wejàtegemg	from now on
gisiilitàsi	I have thought it over
nujigêluluey	I am a matchmaker
poĝjenmi (poĝji + enmi)	I start to laugh (I begin + I laugh)
wesgeweyy	I laugh
waĝjuàsi	I bend
nisàgwàsi	I bend over
gennusi	I am holding on (Lit: I am holding myself)
ejigêlaĝsin	I fly away

Answer the following questions. (Hand in for correction.)

1. Tal'jigêmugtuatêl Giũnig Wapusal?
2. Goĝey wesamgêlũgg ugjit Wapus?
3. Taluess Nisũa?
4. Talâteget Wapus wèjĩsij na telamũg?
5. Talipgising Gêlusgap?
6. Talimatêl Pipsaĝal Gêlusgap?
7. Goĝey nigè Wapus weligjĩtoĝ?
8. Tami gennusit Wapus? Goĝey ugjit?

LESSON 20

I- MEDICINE, REMEDIES, AND SWEAT LODGE

Êmpisunn, Nepilsimgewèl aĝ Êtgêniewatiòguom

Tàn tujīw Wapèg amgwesewey pegisingeg gīs ênnũg pugwelg êmpisun aĝ wàĝaninpilewemg nenmītip. Tān telmilamũg nepileweg èwumītip: nòĝêmêgewey, sòĝotemuàlueg, tewàlueg, mal'tew enĝàtoĝ, je màw tàn tepgunsetewèl majàtoĝol gisna tetapuàtoĝol aĝ jel ap ugjit èpit jileyugsin tàn getũun'janit. Giwnaĝa na gisiguīsgwaĝ ula nenmītipênn, negêmow na igênmutêpêni gesênugutêliji.

Vocabulary:

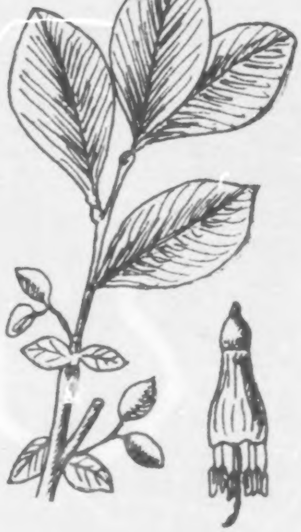
êmpisun (1)	medicine
nepilsimgewey (1)	a remedy
êtgêniewatiòguom (1)	a sweat lodge
wàĝaninpilewemg (1)	surgery
nòĝêmêgewey (1)	cough medicine, expectorant
sòĝotemuàluemgewey (1)	an emetic, vomit inducing
tewàluegewey (1)	a laxative
mal'tew enĝàtoĝ (1)	an astringent coagulates blood
tepgunsetewey majàtoĝ (1)	an emmenagogue, regulates menstrual flow
èpitêl jileywatêl (1)	an abortificient
gesênugay	I am sick

Gèsmu Wapèg Wàĝey pegisinugeg, ennũg mò gey'tũtigupênn ula telipênemgêl: nengiemgewey, samuĝaniemg, angwisgiaĝal mewpegêl, sewtaĝayêmgewey, gun'tal mesênêmg, pesĝàyiputeg,

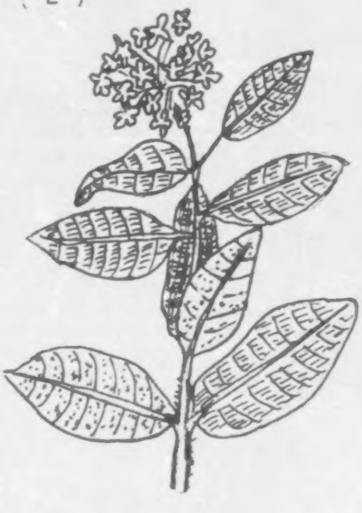
Lesson 20 (Cont'd)

mijuãjĩj umusti gesênugaj aĝ pesgêlamimgewey. Aĝ igtigêl tãn mesĩwegêl ap mò gey'tũtigupênn moĝwã oĝo eytênugupênn: alũsõl, gesimgwègewey epsimgewey, lapigotewèl, wàgwey êgsênugowaĝan, êgsênugowaĝan wejiaĝ mimajuinuey aĝ wĩsisuey mĩjan, gêlêmuejuey êgsênugowaĝan têley An'taguejuàgig, wisawègewey epsimgewey, tãn tèsêg êgsênugowaĝan wejiaĝ winsuaĝan aĝ etug jel maw nujêmuimg. Na ula êmsêt giswĩtêman na Wapèg Wãĝey pegisituapênn ênnũl. Giasgiwowey na Mĩgêmaĝ nepitêmĩtipênn êgsênugowaĝann waĝĝatamũgêl ẽwumĩtipênn pêteweyoĝsèl, mal'tewiemg, el'têmg amjaĝigênn aĝ soĝotêmuãlsimgêl aĝ êtgêniewatiõguom. Ugjit soĝotemimg, Mĩgêmaĝ ẽwumĩtipênn ugjipêsgêl mêlagejuasgw, êsginminn mêgegênaĝsi, aĝ ap êsginminn tupsiel. Ulaal na wetĝapatasêgêpênn nãtami ãĝatigisgêg gèsmu wen esamuĝõtêlamêg. *

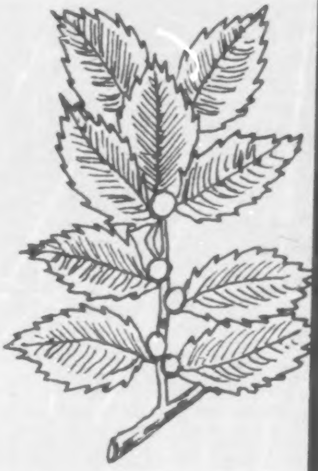
(1)



(2)



(3)



---

* Sketch and description by Gilles Allard. (1) Leatherwood, Bois de Plomb, Dirca polustris; (2) Milkweed, Petits Cochons, Asclepias; (3) Winterberry, Houx Verticillé, Ilex Verticillata.

Lesson 20 (Cont'd)

Ugjit mesgīgêl pugêlièwèl, pantêsêmītipênn aĝ pana wijey ugjit tami sèg mewpeg, igênmatêmītip mal'tewian. Ugjit mesgīgêl làĝann èwumītipênn piluamũgêl àjijgopilaĝann. Tàn maw màmunièwasêgêp êl'pa suel ugjit êmsêt goĝey na pũgewij; làĝann, wejgiemgewey aĝ je têlià ugjit waĝan'tal temêgêl nepitêmêg. Tujīw na èwumītipênn tàn tujīw ula waĝan'tew temèg gisiiligàtêmg, maĝanĝegêl aĝ rugègêl pesagênutgul weliwjũpegêl pugewij. Na ulaal gittoĝopilmêgêl aĝ gêpêtaĝ na masgwi. Ap na gêpêtàĝ na pewasĝàtaĝann, aĝ ugtejgewey na ap gelugg masgwi pepgèjg ugjit àjijgopilaĝan.

Vocabulary:

telipêney (1)	I have such and such a disease
(teli + pêney)	(how + disease)
nengiemgewey (1)	palsy, paralysis
samuĝaniemgewey (1)	dropsy, edema
angwisgiaĝal mewpegêl (1)	gout
sewtaĝayêmgewey (1)	rhumatism
gun'tal mesênemg (1)	gall stones, kidney stones
pesĝàyiputeg (1)	gall
mijuàjīj umusti gesênugaj (1)	colic
pesgêlamimgewey (1)	asthma
mesīweg (1)	a communicable or infectious disease
alũsòl	measles
gesimgwègewey epsimgewey (1)	scarlet fever
lapigotewey (1)	smallpox chicken pox
wàgwey ệgsenugowaĝan (1)	typhus
êgsênugowaĝan wajiaĝ (1) mimajuinuey aĝ wīsisuey mījan	typhoid (Lit: disease coming from human and animal feces)

Lesson 20 (Cont'd)

gêlêmuejuey êgsênugowaĝan têley Antaguejuàgig (1)	malaria (Lit: mosquito disease from Africa)
wisawègewey epsimgewey (1)	yellow fever
êgsênugowaĝan wejiaĝ winsimgewey (1)	venereal disease
nujêmuimgewey (1)	tuberculosis
ewìtêm (1)	I mention it
waĝatamùg (1)	frail, of inferior quality
mal'tewiemg (1)	bloot-letting
amjaĝigên (1)	poultice
ugjipêsg (1)	a root of a tree, plant, etc.
mêlagejuasgw (1)	milkweed
êsginmin (1)	a seed
mêgegênaĝsi (g)	leatherwood
tupsièl esginmin (1)	winterberry
wetĝapalg/wetĝapatu	I soak him/it
àĝatigisgêg (àĝati + gisgug)	a half day, 12 hours (half + today)
pugêlièwey	pimple, boil
pantesg/pantesêm	I cut him/it
mewpey	I am swollen
mal'tew (1)	blood
làĝan (1)	a wound
ajijĝopilaĝan (1)	a bandage
pùgewij (g)	spruce gum
wejgiemgewey (1)	a rash
waĝan'tew (1)	bone
temèg	it is broken
nepilg/nepitêm	I cure him/it
iligàlêg/iligàtu	I straighten him/it out
maĝanĝasi	I am wide, broad

Lesson 20 (Cont'd)

nugeyy	I am soft
pesagênutg (Rand's dictionary)	moss
wajùpey	I am soaked
gittòĝopilg/gittòĝopilêm	I wrap it around him/it
gêpêtàĝ	above
masgwi (1)	birch bark
pewasĝàtaĝan (1) (Rand's dictionary)	splints
pepgêjèq	it is thin

Tà goĝey mawimgitètasêgêp tàn telinpilsimg na èwumêg êtgêniewatiòguom. Na ula na telitêmg. Têmg na mulĝatêmêg enmaĝĝeg maĝamigeg. Na nigè wajuàtêmg pugsugul, toĝo wesgijòtêmgêl welimsêgìgêl gun'tal. Na nigè ula pugtewàtêmg. Tàn ĝasèg ula punamgêleg aĝ pasêg ula gun'tal esgwiaĝal aĝ nigè pugtewtegêl, na nigè wiguom el'tasêgêp usgitten ula enmaĝĝeg, panaèmg têl'gittên ugjit êluigêneg tèsijig jìnêmuq. Ula na wiguom amujpa weliangunàsêg, pasêg apjèjijg panteteg ugjit wejipisgwàtimg Na nigè pisgwetàtaĝ ula tànig getù êtgêniàtijig. Ĝasĝusièl qisna êstoĝonèl nipisoĝonn na nigè wesgijàtêmgêl ula pugtewtegêl gun'tal aĝ samuĝan màw pisgwàtasêg.

Vocabulary:

megitèlêmg/megitètêm	I think highly of him/it
elîq/el'tu	I make him/it
mulĝalg/mulĝatêm	I did him/it
enmaĝeq (1)	a hole, an opening
wajuàlêg/wajuàtu	I fill him/it up
pugsuq (1)	wood
wesgijàlêq/wesgijàtu	I put him/it on top

Lesson 20 (Cont'd)

gun'tew (1)	a rock
pugtewàlèg/pugtewàtu	I set fire to him/it
punamgêley (pun + amgêley)	I stop burning (stop + to burn)
pugtewpi	I am red hot, feverish
angunèg/angunàm	I cover him/it
pantepi	I am open
wejipisgwàtimg (weji + pisgway)	an opening, doorway (where + I go in)
tegêniey	I sweat

Ula samuĝan nigè gutàtasêg gun'tewigtug aĝ sêmtug na wejiaĝ apùjepêteg. Gêlapis na ula tèsêg aĝ tel'pêteg na tànig eygig amuj êtgêniàttaĝ. Na ula siaw têlitàtaĝ je ap piluèl gun'tal gujêmug ap pêsten aĝ ap pisgwòtten na wiguomg. Panaèmg newte je àĝatày'g ajiet na îttaĝ. Tujîw na êgtapegiàttaĝ aĝ àtugutitaĝ. Na gêlapis nugù tepiètij na êmsêt êl'tugûl'titaĝ êpĝasiwnaĝiàttaĝ sipu gisna ĝospem. À na nigè welòltijig.

Vocabulary:

gutàlêg/gutàtu	I pour him/it
apùjepêteg (1)	steam
gujêmug (1)	outside
epsêg/epsêm	I heat him/it up
getapegiey	I sing
àtugey	I tell stories
tepiey	I have enough
el'tugwîm	I run there
paĝasêtugwîm	I run into the water
sipu (1)	a river
ĝospem (1)	a lake

Lesson 20 (Cont'd)

Tegêniemg na màw elg àsutêmaĝan ugjit waĝamàlsimg aĝ nepilsimg, èwumêg ugjit wen apajimsênmên aĝ siawgugênmên weleyêmg. Aĝ elg màw èwumêg gèsmu wen nasàsigw àsùtêmaĝanamũg. Ênnũg na mõ pasêg teliaĝĝattêmĩtigup tegêniemg ugjit pasêg wen ugtinnin. Giasgiwowey na màw ula wen elàltêp gigjĩw aĝ êl'pa na nàtèl tàn eyg tàn tèsêg melgigênòti ula wen getêlamsêtasij, aĝ tàn igênêmueg têlitàsutiigtug tàn tèsêg weleyêmg aĝ wantaĝòti wejiaĝ ula Melgigênòti tàn wejisĝaligêl êmsêt goĝèl aĝ êmsêt wen. Émsêt na tèsêgêl tàn goĝèl wejigisitasêgêl na eygêl êtgêniewatiòguom; maĝamigew, samuĝan, pugtew aĝ ugjùsên. Ula na gèsmu tegêniewn na amujpa àsutêman aĝ àsutêmewintũn. Ula na êtginiewatiòguom teliwsuàtũtip êstêgè igênmuan ênnũl piley mimajuaĝan ugsêtĝamuey tàn tès mimajuinu èwêg.

Vocabulary:

àsutêmaĝan (1)	a rite, prayer
waĝamàlêg/waĝamàtu	I cleanse, purity him/it
nepilêg/nepitêm	I cure him/it
mesênêg/mesênêm	I receive him/it
geggung/geggunêm	I hold him/I have it
weleyêmg (1)	good health
Melgigênòti (1)	the Power, Great Spirit
àsutêmewintu	I sing a religious song

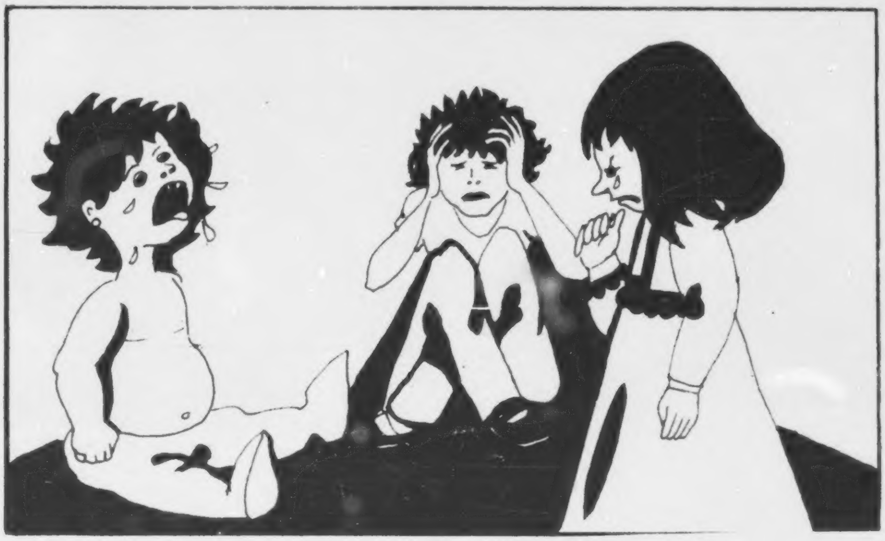
Lesson 20 (Cont'd)

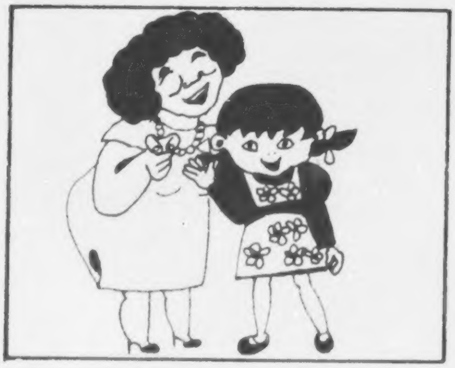
Answer the following questions. (Hand in for correction.)

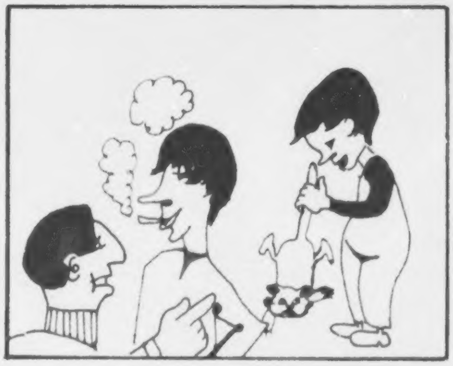
1. Tal milàmùg nepileweg ênnùg èwumītis?
2. Wenig giwnaĝa nenmītisênn?
3. Goĝel telipênemgêl mò gey'tùtigusênn?
4. Gatu tàn mesīwegêl?
5. Goĝey èwumītis ugjit êgsênugowaĝann waĝĝatamùgêl?
6. Goĝey màmunièwasêgês? Goĝey ugjit?
7. Goĝey mawimgitètasêgês ugjit tàn telinpilsimg?
8. Talitêmg waĝan'tal nepitgêl?
9. Talipgitĝatêmùtisênig ula êtgêniewatiòguomigtug?
10. Talateget wen gèsmu tegêniegw?

Lesson 20 (Cont'd)

Write a short conversation or monologue in Micmac about the following pictures:







Lesson 20 (Cont'd)

II- FEASTS AND GAMES

Wīgupāl'timgêl aĝ Papimilitāmgêl

Wīgupāl'timgêl na eygêl ugjit getūuleyêmg, ugjit wen pusij, ugjit gelugg êgtantaĝan, ugjit punin'timg aĝ wantaĝòti, ugjit matên'timg aĝ ugjit wen teluej welālin. Newtè wīgupāl'timg teluisigêp, "êmsêt goĝey jigtêmêg" gèsmu najigtantaĝatītigw. Amuj na amuj pa nat goĝey ugjinèpattaĝ tān tujīw êmsêt goĝey gisjigtêmītij.

Vocabulary:

papimilitamg (1)	amusement, a game
wantaĝòti (1)	peace
êmsêt goĝey jigtêmêg	eat-all feast

Tān na tèsêqêl wīgupāl'timgêl wijey telipĝojiaĝapênn. Têmg na wīgupāluet etêlewistoĝop, telimaji na giasgiw ta goĝey ugjit wejiwigumaj. Ula na têlgaĝayatew amalgewaĝan aĝ êgtapegiaĝan. Na nigè na mijjuaĝan. Tān na esêmuet na mà wijatalug igtigi, têlimata mu na negêm wejiwigumagupêni ugjit altutêmuan mijipjewey, moĝwà, tàn na tèsêg pasêg ugjit witapa.

Vocabulary:

etêlewistu	I make a speech
wigumg	I send for him
amalgewaĝan (1)	a dance
êgtapegiaĝan (1)	singing
mijjuaĝan (1)	eating, banquet
esêmuey	a host at a banquet

Lesson 20 (Cont'd)

wijatal	I eat with someone
altutêmuey	I lessen somebody's portion of food by eating some myself

Tàn na tèsêg mijipjewey wigtêmītip ugjit wīgupàl'timgewey na newtè_tàn mawginitètasêgêp na ênmũjuey. Mè gatu wigtasêgêp, poĝtaĝtêmītip na, pasêg ijgà wen mawiepistamip waspuũmi. Tàn na tujīw gêsêtalultītij na mawgisiguit tèsītij na têluetew àsutêmaĝanjīj welatalmêgewey. Na nigè mà wen gêlusigw nàtami galtie ajiet. Gêlapis gatu na êstêgè pasêg gistugiej, na gulumata têmaĝang. Têmg na negêmewèl ugjuàlatal têmawey aĝ pasgêsematal. Na nigè tàpu gisna sīst ugsuelematal aĝ na lasgênmuatal tàn maw ginitèlmatêl jinêmul na eymênitêl. Na nigè êmsêt wen eyg negêm pasgêsematal utêmaĝann. Ap newtè tà goĝey īpusgitêlàtaĝatìtip wīgupàl'timgêl ugjit toĝopuguàl'timg gisna wen nepg na ìgitêmītipênn tàn wetapegsultītij. Ula na ugjit siawàtunew sàĝawey mò giswīgêmītigw. Tès na wen usgumata un'gīgugī, aĝ un'gīgu un'gīgugī aĝ un'gīgugī un'gīgug un'gīgũgī.

Vocabulary:

wigpêg/wigtêm	I like the flavor of him/it
ênmũjuey (1)	dog meat
poĝtaĝpêg/poĝtaĝtêm	I eat him/it exclusively
epistami	I sop it up (e.g with a piece of bread)
waspuũmi (1)	seal oil
àsutêmaĝanjīj ugjit welatalmêgewey	saying grace (Lit: a short prayer for a good meal)
tugiey	I awake

Lesson 20 (Cont'd)

gelumg/gelutêm	I ask for him/it
wajuālêg/wajuàtu	I fill him/it up
pasgêsetêmay	I light my pipe, cigarette, etc.
wesualêmg/wesueletêm	I suck him/it in
elasgênmaĝ	I hand it to him
egimg/egitêm	I read him/it
wesgumg/wesgūtêm	I am talking about him/it
nên'gīgu (g) (un'gīguī aĝ un'gīgu un'gīgugī aĝ un'jīgugī un'gīgug un'gīgūgī)	my parent (his parents and his parents' parents and his parents' parents' parents.) (six generations back)

Tàn na tèsêg wīgupàl'timg amujpa eygêp wel'tepiaĝ mijipjewey, gatu gesig na gaĝīsg metuègêp tān telnèpatêmg. Tān na wen nèpātêl amgwesewèl tiàmul gesig na mawiul'tāsip igênmuetun. Sêmtug na tujīw teliulmêtoĝop na lapiltew ula wius tān getū têl'gênegg tà nu weni mò goĝey geggunmiligw maĝutêmêgewey. Aĝ elg gaĝīsg je māw wigumàtita ūt mimajuinū gêlaman na mè gisiuliapoĝonmuàtita.

Vocabulary:

maĝutêmêgewey	food (Lit: that which is eaten)

Na nigè papimilitāmgêl: amalgal'tipênig na ugjit neggul tà goĝèl, (1) ugjit āsutêmātênew, (2) ugjit ulgwijālanew nā tuenn, (3) ugjit matên'timg nèpatêmg, (4) aĝ ugjit wen mu êgsênugan. Tès na ulaal elg māw getapegiātipênig.

Vocabulary:

welgwijāluey	I cause others to be cheerful
gesênugay	I am sick

Ap igtigêl papimilitàmgêl na newtĕ tetaputesgewey teluisig weltesg. Ula na èwut eptaĝan piptugagit wejitasit sênaweyigtug, leppie tel'piptugagit aĝ wal'ĝwàtasit êmtijin. Na màw elg èwasijig al'testaĝang wejitasijig ĝalipuey waĝan'tew toĝo tà goĝèl wesgijiwīgasêgêl. Na ula na telmilàsimg teppijig ut al'testaĝang eptaĝanigtug toĝo jaĝalisaĝanĝatesêmêt maĝamigeg. Tàn teltesultītij ũt al'testaĝang na telgitêman.

Vocabulary:

tetaputesin	I fall in the right place
weltesg (l)	a micmac gambling game
eptaĝan (g)	a plate
piptugagig	it is round
leppie (l)	one foot, 12 inches
walĝwèg (l)	hollow, a valley, a depression
êmtijīn (l)	one inch, a thumb
altestaĝan (g)	dice
ĝalipu (g)	caribou
waĝan'tew (l)	bone
wesgijiwīgey... (wesgiji + ewīgey)	I write on top of... (on top + I write)
saĝanĝàlêg/saĝanĝàtu	I put him/it down
egitêm	I read it

Ap igtig papimilitàmg na "tùàtimg". Tàn wejipisgwàtêmg na teliggêpênn êstêgè wiguom. Tũàĝan na èwut, alitgêtesgut. Tès anapo na metêlàsi tèsijig tũowinũg. Ap na igtig gèswijey telamũg na teluītêmêgêp "ajjèmàtimg". Mè ijgà apsêgilg tũàĝan èwut aĝ ajjèmàtimgaĝanatgul èwasêgêpênn.

Lesson 20 (Cont'd)

Vocabulary:

tûàtimq	a soccer-like game originally played by Micmacs, meaning baseball, softball, or soccer today. It even includes hockey in Nova Scotia Micmac.
tûaĝan	a ball
tegtesgaĝ/tegtesgêm	I kick him/it
anapo	side
metêlãs	ten
tûowinu	a baseball player
ajjèmàtimq	a lacrosse-like game originally played by Micmacs
apsêgil	I am of a small build. slender
ajjèmàtimgaĝanatgul	a lacrosse like stick used to play this game

Newtè tà goĝey ap màmunièwasêgêp ugjit papimilàsuaĝan na "ãtugemq". Tãn telmilamûgêl goĝèl àtugasêgêpênn; sapèwigêl, sàĝawey tàn telòltimqêp, Gêlusgapewèl aĝ igtigêl, migwitètêmgewèl aĝ mè igtigêl. Àtugemg na tujĩw tel'ginitètasêgêp êl'gowaĝan êstêgè nigè gisgug mal'palèwitewimg gisna nutagênutêmewinuimq. Na nigè gespiatoĝsi...

Vocabulary:

ãtuqey	I tell a story
sapèwig	sacred
sàĝawey tàn telòltimq	history of how life was
migwitètêmqewèl	recollections
nutagênutêmewinu (q)	a lawyer (Lit: one who speaks for others)

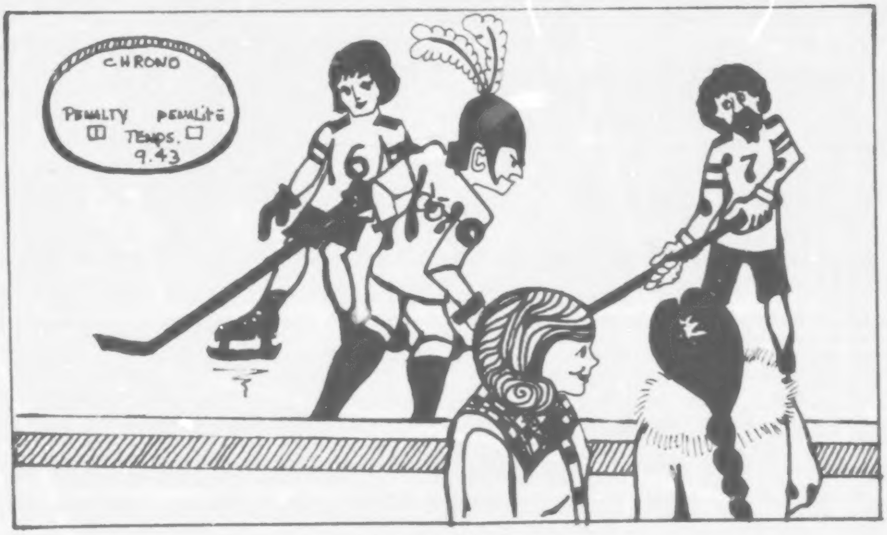
Lesson 20 (Cont'd)

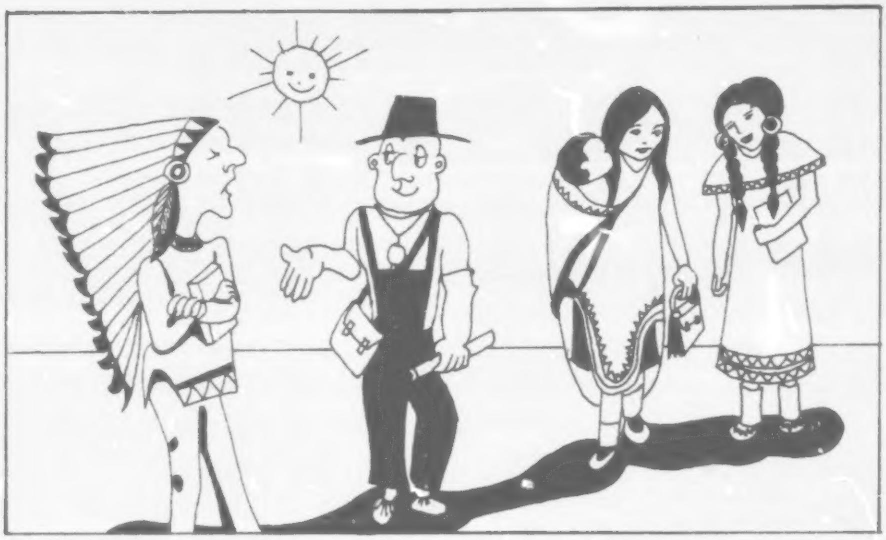
Answer the following questions. (Hand in for correction.)

1. Talamùgêl eygêl wīgupàl'timgêl?
2. Goĝey na "êmsêt goĝey jigtêmêg"?
3. Talipĝojiaĝal wīgupàl'timgêl?
4. Goĝey ugjit esêmuet mò wijatalugup igtigi?
5. Wigtêmītis ênmùjuey?
6. Tal'siawàtùtis sàĝawey mò gisiwīgêmītigw?
7. Talàteget wen amgwesewèl tiàmul nèpàj gesig?
8. Gè wītèn nèsisgêl mīgêmewèl papimilitàmgêl?
9. Goĝèl àtugatêmītisênn?
10. Tal'ginitèsasêgês àtugemg?

Lesson 20 (Cont'd)

Write a short conversation or monologue in Micmac about the following pictures:


CHRONO
PENALTY
PENALITÉ
TEMPS.
9.43
6
7



MICMAC DISTRICTS

The following section discusses the location and extent of Micmac country at the time of European contact. This section makes use of a constrained dual-language approach. That is, the text is presented in two languages, Micmac and English, and it is constrained in the following way: (1) the English is a translation of the Micmac, line for line (or as close as possible). This makes it easier to decipher the structure of the Micmac sentences. (2) The English translation is not literal but as close to it as possible while still maintaining clear and acceptable English. Clarifying information and literal translations are presented within parentheses when this is deemed necessary. This constrained dual-language approach is presented here and at this point in this text as a possible model for developping advanced materials for teaching Micmac, or simply for general publications such as literature texts, news articles in both Micmac and English, etc.

Lesson 20 (Cont'd)

III-

MÌGÊMEWÈL MAĜAMIGAL	LANDS OF THE MICMAC
Tàn teluegêl sàĝawèl ewīgasêgêl na panaèmg newtisgàĝ je ugumuljin gasgiptênaĝanipunĝèg, Mīgêmaĝ mimajuinùg nasgwàtasipênig asugom tèsêgêl piluèl maĝamigal. (Asugom na egijjemgewey gênugwatigên tàn puowimuitèlmut Mīgêmaĝ.)	What is written in history is that around the eighteen hundreds, Micmac people were divided into seven different lands (districts). (Sev is the number considered magical by the Micmacs.)
Tès na newtè piluey maĝamigew na tetal tàsêgêl utann.	In each different district there are a number of different villages.
Tès na utan eygêp utaney saĝamaw.	In each village, there was a village chief.
Aĝ tès newtè piluey maĝamigew na eygêp ula piluey maĝamigewey saĝamaw.	And in each different district th was a different district chief.
Gatu ula tàn maĝamigewey saĝamaw wigip utan, na nàtèl elg negêm utanètêp saĝamaw. À na nigè ap eygêp giasgiwowey êgjisaĝamaw. Ula na negêm niganpuguip ugjit tàn tèsijig mimajuinùg Mīgêmàgig. Na nigè ula asugom tèsêgêl piluèl maĝamigal:	But this district chief also liv in a village. So. there (at that village), he was also village chief. And n there was also (a real) grand ch It was him who was the leader for the entire Micmac nation (pe Now here are the (numbering) sev different lands:

Lesson 20 (Cont'd)

Maĝamigal	Utann	Districts (Literally)	Villages
GESPOGWITG	Êgjisipug	An island which partially disappears with the rising tide	Bear River, N.S.
SUGAPUNÈGATI	Sugapunègati	Ground Nut Land	Shubenacadie, N.S.
	Wêgopegwitg		Truro, N.S.
	Taĝamigujg		Tatamagouche, N.S.
	Jipugtug		Halifax, N.S.
ESGÈGEWÀGI	Paĝtêngeg	Place where raw skins were dressed	Afton, Bayfield, N.S.
ÙNÊMÀGI	Esgêsoĝonig	Land of fog	Eskasoni, N.S.
	Wègoĝomàg		Whycocomagh, N.S.
	Putêloteg		Barralhead, N.S.
	Waĝamêtgug		Nyanza, N.S.
EPEGWITG AĜ PIGTUG	?	Lying in the water and an explosion or fart	Lennox Island, P.E.I.
	Pigtug		Pictou, N.S.
SIGUNIGTEWÀGI	Elsipugtug	Spring-time land	Big Cove, N.S.
	Ênnuey Mênigu		Indian Island, N.B.
GESPÈG	Gespèg	The last land	Gaspé, Qué.
	Gesgapegiaĝ		Maria, Qué.
	Listuguj		Restigouche, Qué.
	Oppîganjig		Eel River Bar, N.B.
	Nepisigwitg		Pabineau, N.B.
	Êsgênòpêtij		Burnt Church, N.B.
	Natuaĝaneg		Eel Ground, N.B.
	Metêpênàgiaĝ		Red Bank, N.B.

Lesson 20 (Cont'd)

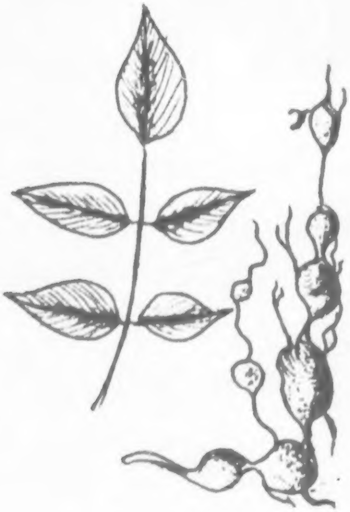
Amgwesewey maĝamigew:	The first district:
GESPOGWITG	AN ISLAND THAT PARTIALLY DISAPPEARS WITH THE RISING TIDE
Ula na gêlusuaĝan telueg, "mênigu tàn suel gesgàsêg oĝo mespòĝeg tàn tujĩw màmunpàĝ."	This word means (says): "an island that partially disappears because it gets covered by the rising tide."
Ula na amgwesewey maĝamigew gisna têluègupp niganpuguig. Ula na tet wigultipênig Êgjisaĝamaĝ. Ula newtèjit tàn mawwelnenut na Mopeltu. Negêm na gasgiptênaĝanipunàteg na amgwesewàttêp ênnu sigêntut. Negêm aĝ màw tapuisgegsêliji un'jang sigêntutêpênig 24 Nipênigũsgw, 1610. Negêmaĝ nepgêpênag 18, toĝàĝewigũsgw, 1611.	This is the first district or, we could say, the leader. Here is where they lived the grand chiefs. The one who is very well known is Membertou. He, when he was a hundred years old, was the first Indian to be baptized. He and also twenty of his descendants were baptized the 24th of June, 1610. He died on the 18th of September, 1611.
Tàpuewey maĝamigew:	Second district:
SUGAPUNÈGATI	GROUND NUT LAND
Ula tet nigè sàĝ nèw tèsêĝêpênn nipgewèl utann. Nigè gisgug pasêg tapũgul tàn èwasêgêl, Sugapunègati aĝ Gopegwitg. Sugapung na nigwepênig nàtèl. Sugapun na maĝamigeg nigwet. Tàn teligultĩtij, aĝĝam	Now here, a long time ago, there were four summer villages. Now, today, there are only two which are used, Shubenacadie and Truro. Ground nuts grew there. Ground nuts grow in the ground. To see what they look

Lesson 20 (Cont'd)

napuìigên:

like, look at the picture: *

apios americana
syn: apios tuberosa
apios d'amerique
penacs
patates en chapelet
(ground nut)



Sìstewey maĝamigew:

ESGÈGEWÀGI

Ula na tet pugwelgêpênig ênnùg peytàjig sigw pegisitùtitêl esgigêl wìsisuèl anguowèl mêgegênn ugjit lugatasêtên. Ula na tet teluisig Welĝwàmg na gìs sàĝ weligsataseĝ gitg

ênnùg aĝ Wapòltijig ugjit tàn telgêlugg etêlĝwàmg.

Third district:

PLACE WHERE RAW SKINS WERE DRESSED

At this place, there were many people who came in the spring bringing their raw animal hides (fur skins) to be dressed (worked on). This place, called Port [illegible]lgrave, N.S. has, since a long time, been well-liked both

by Indians and Whites for its very nice harbor.

* Sketch and description by Gilles Allard.

Lesson 20 (Cont'd)

Nèwewey maĝamigew:	Fourth district:
ÙNÊMÀGI	LAND OF FOG
Ula na mênigu maĝamigew pusgiũnig. Na telèġeg 1745 na ula tet mè pugwelgêp Mĩgêmawãj aĝ ap tam pasêg tet. Ula na tet mujgajewètêp ugjit wesgemg aĝ getantegemg, êpjilĩw tiãmug.	This is the island where the land is often foggy. At this time, 1745. here there were more Micmacs than at any other place. Here was the best place for fishing and hunting, especially moose.
Nânewey maĝamigew:	Fifth district:
PIGTUG AĜ EPEGWITG	EXPLOSION (OR FART) AND LAND IN THE WATER
Mĩgêmewey sàĝawey telueg Pigtug na gĩs sàĝ ginitètasêg ugjit etêlmawiemg. Aĝ na gitêmên Gêlusgapewèl agênutêmaĝann, na êgjĩttes na ula tet tel'tètasêgêp giasgiwowey megway'g Mĩgêmàgi -- tet na ula Wapêniaĝewaĝ etêlgisũtêpênig. Tès na newtipunĝeg tujĩw na etêlmawiepênig ula tet teluisig Walĩjg.	Micmac history says Pictou has since a long time been well thought of as a gathering place. And if you read Glooscap stories, you will know that this place is considered the center of Micmac land -- at this place the Wapenaki * were created. Each year, at that time, they would gather here at a place called "little snowballs" (near Pictou harbor).

---

* The Wapenaki (Land of the Dawn) confederacy included the Abenaki tribe and was spread along the northeastern coast of North America.

Lesson 20 (Cont'd)

Epegwitg na tujîw èwasêqêp ugjit getanuj waspùg aĝ pastugopajitq.	Prince Edward Island was then used for hunting seals and walrus.
Maĝpeg elg na èwasêqep uqjit	Grand Bay was also used (for this) since
eta tepaw etegêl nèsisgêl pastugopajitewèl etêligtanuj. Igtigêl ennuèqatîl na Gasqêmgeq tàn wiqultipênig	it is close by to three walrus hunting grounds. Other Indian areas are Cascumpeque, P.E.I., where lived
êqjisaĝamaĝ, Atoĝwàsu wanney,	the district chiefs, South Port Ferry, P.E.I., '
Paĝsèq, aĝ Tàpu tuitên.	Charlottetown, P.E.I. and Rustico Bay, P.E.I.
Asugomewey maĝamigew:	Sixth district:
SIGUNIGTEWÀGI	SPRING-TIME LAND
Ula na wisun giasgiwowey wejiaĝ Esgègewàqigewaĝ tàn teluitâtipêni	This name (for real) comes from the people of raw-skins-dressed district who named
ula mimajuinù peqisitùtitêl	these people this way because they brought
anquowèl. Ula na tet elg	raw skins in the spring-time. This place also
wetmajàsêqêp Gwatejuey matên'timq.	marks the site of the start of the Mohawk wars.
Aĝ màw elg mesgîqêp matên'timq Aĝalasièwq aĝ Mîgêmaĝ na tujîw 1724. Na Mîqêmaĝ mattàtipêni.	And there was also a big war between the English and the Micmac in 1724. The Micmacs beat them.
Ula àtuqaĝan teluet tàn maw eluèwultipêniq ènnùq na Elsipuqtuqewaĝ.	History (this story) says that the most ferocious Indians were from Pichibucto.

Lesson 20 (Cont'd)

Eluiqênegewey maĝamigew:	Seventh district:
GESPÈG	THE LAST LAND
Gespèq na ugtejgewey maĝamigew Mîgêmewey Ula na ugtejgewey	Gaspé is the last district of the Micmac nation. This is the last one
mesênmîtip mattàtiteq Gwatejg.	acquired after they beat the Mohawks
Ula na mawjîg tèsêq, suel wijev	This(district) is the biggest of all, almost as
telgîq êstêge tàn tèsêgêl igtigêl mawàtûn. Nèsisgêl sipùl tàn pugwelgêpênig ênnûg wigultipênig na Malmasî, Nepisiqwitq, aĝ	big as all the other ones put together. The three rivers where most of the people lived are the Miramichi, the Nepisiguit, and
Listuguj. Malmasièwaĝ na	the Restigouche. The Miramichi people are
negenow wetnenutêpênig ta gujjièwèl nasgêmîtipênn ugjîtaĝamuaĝ aĝ Listugujewaĝ	those who were known by a cross which they wore around their neck and the people of Restigouche
na pêlamùl.	by the Salmon.
Na nigè gespiatoĝsieq aĝ wîgatiqên gaĝayaĝ.	Now our voices die away and the book ends.

CREATED WORDS

The following is a list of "created words". We call the words "created words" because they were constructed out of already existing Micmac words to denote objects or concepts not originally represented in the Micmac language. The list is by no means intended to be exhaustive. Rather it is meant to show that new terms can be created instead of being borrowed. By working through the list, you will see how this is done and with little practise you will find that you too can create words. Remember, however, that these words are not accepted usage at this time.

electricity	wasoĝotesgewey melgigênòti	strength, energy coming from lightening
refrigerator	geljistegemgewey	a device for freezing
television	amalaptegemgewey	something to watch for pleasure, as a pastime
radio	jigsêtêmêgewey	something one listens to
car	tepaĝan	original Micmac word meaning toboggan, a means of conveyance
truck, pickup	elugemgewey tepaĝan	a car for working
door knob	gaĝanîgên	a door instrument
exercise	êntinney êl'gowaĝan	body work
school	etêl'ginâmasimg	where one learns
college, university	etêl'ginâmasimg espèg	where one learns on a higher level

Created Words (Cont'd)

ashtray	sipipsgàsutiòĝ	a container with which one has to extend his arm to use
telephone	asũgêlusimgewey	an instrument to talk back and forth with
hotel, motel	apangitêmêgewey etêlinpamg	where one pays for a room to sleep
restaurant, cafeteria	apangitêmêgewey etêlatalmêg	where one pays to eat
lounge, bar	apangitêmêgewey etêlsamuĝamg	where one pays to drink
soft drink	menaĝanaĝewey	the weak one
tape recorder	nujinaspêlutueg	something which repeats
photocopier (Xerox)	napgetuegewey	something that copies
typewriter	gênugatigênwìgigeq	it writes with letters
furnace	mesgilg wenjĩguomey êpsaĝtejg	a big house stove (Lit: big French-wigwam stove)
toaster	pipênaĝan wisawoĝsêg	it burns bread yellow

LOAN WORDS

There are many terms found in Micmac which have been borrowed from French or English. Such terms are necessarily of post-contact period and usually denote something which was not known to Micmac people at that period. Today, very few Micmacs recognize the origins of these words. This may be due to the phonological adjustments that they underwent when they were borrowed into Micmac and possibly also because most of the terms have already been in use for many generations. These loan words are nevertheless a real part of the Micmac language today.

The list of loan words which follows contains first those words which were taken from French and then those which were borrowed from English. Note that recently borrowed terms are avoided since these are not accepted by Micmac speakers as being Micmac words. The words presented in the list are accepted as Micmac words by Micmac speakers and in fact are generally not recognized as being of foreign origin.

leppie	one foot (measurement)	French: le pied
lapêlusan	jail, prison	French: la prison
laggàp	cellar, basement	French: la cave
lapuèl	a frying pan	French: la poêle
laĝalàns	a barn	French: la grange
lasup	soup	French: la soupe
musuey	handkerchief	French: mouchoir (mouchoué in Acadian or Gaspé French)

Loan Words (Cont'd)

pusũ	good day	French: bonjour
punàne	happy new year	French: bonne année
lasiet	a plate	French: l'assiette
lagêlem	cream	French: la crème
al:mès	the mass	French: la messe
tesipow	a horse	French: des chevaux
suppin	a pint	French: une chopine
tapêtan	a potato	French: des patates
magêsan	a store	French: magasin
Pàgewmq	Easter	French: Pâques
puggamàtaĝan	smoking process for curing meat and fish	French: boucane
pelagwet	a parrot	French: perroquet (Note that Micmac borrow the spelling pronunciation)
mattejjuey (Restigouche) maltejuey (Nova Scotia)	a hammer	French: marteau
pêlegu	a nail	French: un clou
pùtay	a bottle	French: une bouteille
tepinès	bed-bug	French: des punaises
tèpêlmàsewey	cheese	French: des fromages
mulin	a mill	French: un moulin
mulinjìj	a sewing-machine	(Lit: a little mill)
pàpèwit	a pope	French: un pape
ansalèwit	an angel	French: un ange

Loan Words (Cont'd)

almanàgiewàj	a german	French: allemand
êlnàtawinu	an Irishman	French: Irlandais
pàpèwàgig	The Vatican, Italy	French: le pape
gapiten	a captain	French: un capitaine
maliewi (malie)	I marry	French: marier (a married person: marié)
lamuttàl't	mustard	French: la moutarde
laggol	a cord of wood	French: la corde
alùsòl	measles	French: la rougeole
lapày	wash tub	French: la baille, a term dating back to the 1400's and referring to a small wooden tub often carried on ships
lapigòt	smallpox	Canadian French: la piquotte. In European French: la variole or la petite vérole.
tèpelj	a goat	possibly from French: des béliers
tettuey	I am in debt	English or French: debt, dette
pàtêliàs	a priest	Latin: pater (French: prêtre should give pêletêl. This is not found)
patêliàsìsgw	a nun	(Lit: a priest-woman)
êngalo	a gallon	French: un gallon
galun	a gallon	English: a gallon

Loan Words (Cont'd)

geym	a game	English: a game
êsgȕl	a school	English: a school
gȁffi	coffee	English: coffee
gêlȁj	garage	English: garage
têmatȍs	tomato	English: tomato
pȁngigtug (pȃng)	at the bank	English: bank
êsgiȕjêmuȁli	excuse me	English: excuse me
mostêt	mustard	English: mustard
letewi	I'm late	English: late
sigêlet	cigarette	English or French: cigarette
wetêney	of a wedding	English: a wedding
lepêlewey	a level	English: a level
spayg	a spike	English: a spike
apustalȅwijig	the apostles	English: the apostles
aĝalasiȅw	the English	French: Anglais
got	a coat	English: a coat
ponjên	large barrel	English: puncheon (a cask)
êntȍjêm	my toe	English: toe

NAMES IN MICMAC

Alês	Alice
Pinès	Bernice
Pêlen'ta	Brenda
Gêlèla	Clara
Tayna	Dinah
Tepêla	Deborah
Ema	Emma
Pêlòlêns	Florence
Pêlòla	Flora
Gêlàtês	Gladys
Elên	Helen
Il'ta	Hilda
Aylîn	Irene, Eileen
Jeyn	Jane
Jesiga	Jessica
Gè	Kay
Leona	Leona
Mòna	Mona
Mèli, Mali	Mary
Pattêlîsia	Patricia
Pilês	Phyllis
Lejina	Regina
Susan	Susan
Sîla	Sheila
Telma	Thelma
El'sêla	Ursula
Pelma	Velma
Wen'ti	Wendy
Ìpàn	Yvonne

Alòna	Alowna
Peti	Betty
Galêl	Carol
Jày	Chi
Tòlês	Doris
Iùnês	Eunice
El'sapet	Elizabeth
Pêlansês	Frances
Gêley's (note voiced 's)	Grace
Galtêlùt	Gertrude
Aliet	Harriet
Ay'ta	Ida
Iòna	Iona
Jòn	Joan
Gim'pêllí	Kimberly
Lòla	Laura
Lin'ta	Linda
Mal'gêlit	Margaret
Àlêp	Olive
Pàlîn polin	Pauline
Lòs	Rose
Leyjêl	Rachel
Sèla	Sara
Têlissa, Telès	Theresa
Tesi	Tessie
Pipien	Vivian
Jill (note the -ll in Micmac)	Jill
Wan'ta	Wanda
Iolàn'ta	Yolanda

Names in Micmac (Cont'd)

Sò	Zoe	Melisa	Melissa
Matêlèn	Madeleine	Mayla	Myra
Jini	Jeanne	Gatêlin	Catherine
Patsi	Patsy	Jenêpêl	Jennifer
Ìtêt	Edith	Jèqêlĩn	Jacqueline
Mil'têlêt	Mildred	Gãlĩn	Coleen
Lilien	Lillian	Penetet	Bernadette
Joys	Joyce	Pêlãnsĩn	Francine
Tòl'ti	Dorothy	Gelepim	Cherubim
Pilemên	Philomene	Maliàn	Marianne
Àtêli	Audrey	Jàsêlin	Jocelyn
Mèpêl	Mabel	Èsêl	Hazel
Munig	Monique	Sũ	Sue
Sàntêla,San'ti	Sandra,Sandy	Ela	Ella
Miũliel	Muriel	Jin'gêl	Ginger
Jũn	June	Mè	May
Appêlêl	April	Lusi	Lucy
Lenòla	Lenora	Tòla	Dora
Malijèn	Mary Jane	Al'pina	Alvina
Litia	Lydia	An'jelig	Angelic
Al'pêt	Albert	Al'pê[illegible]s	Alphonse
Atuen	Anthony	Pênnàl	Barney
Pill	Bill	Penua	Benoit
Pillèj	Billy	Gêlèlêns	Clarence
Gòlmêt	Conmet	Jàli	Charlie
Tànêl	Donald	Tàn	Dan
Tagêlês	Douglas	Etuèl	Edward
Elnês	Ernest	Elàyes	Elias
Pêlassua	Frank	Pêletêlig	Frederick
Pêlansês	Francis	Gòtên	Gordon
Jòj	George	Gilpêt	Gilbert

Names in Micmac (Cont'd)

Enêli	Henry
Iùpêt	Hubert
Ay'sig	Isaac
Sòsep	Joseph
Jàn	John
Lola	Lawrence
Lansên	Lanson
Maygêl	Michael
Mel'pên	Melvin
Nuel	Noel
Agtàp	Octave
Pàtêlig	Patrick
Lasêl	Russel
Lapêt	Robert
Saymên,Simon	Simon
Tumàj,Tuma	Thomas
Pinsên	Vincent
Pelnên	Vernon
Wen'têl	Wendel
Sapie	Xavier
Jaspêl	Jasper
Tal'pêt	Talbert
El'tên	Eldon
Tenês	Dennis
Sàn	Sean
Mêl'pên	Merven
Altêl	Arthur
Jèg	Jack
Lan'tapp	Randolph
Lòlen	Roland
Làlp	Ralph

Al'pi	Herby
Isag	Isaac
Ay'pên	Ivan
Jeymês	James
Genet	Kenneth
Lui	Louis
Lugg	Luke
Mayli	Miles
Niggêlês	Nicholas
Nolmên	Norman
Pièl	Peter
Pel'si	Percy
Làjêl	Roger
Sàm	Sam
Teli	Terry
Têlàpês	Travis
Pigtêl	Victor
Weliom	William
Weyn	Wayne
Alêl't (note voiced 't)	Harold
Lòmi	Romey
Legsi	Alexis
Gapêlièl	Gabriel
Atêlien	Adrian
Alig	Aleck
An'têle	Andrew
Emanuel	Emmanuel
Meynêt	Maynard
Alnêl	Arnold
Leymên	Raymond
Êstan'têli	Stanley

Names in Micmac (Cont'd)

Tàpit	David	Tèpi	Davy
Al'têliq	Aldrick	Lenêll't	Leonard
Gày	Guy	Levni	René
Sapatis	Jean-Baptiste	Sàlui	Jean-Louis
Alên	Allan	Awêll't	Howard
Jeli	Jerry	Elmên	Herman
Matio	Matthew	Waltêl	Walter
Pilêp	Phillip		

MICMAC SCRABBLE

Scrabble is a word game that has been used with European languages for many years. It is especially useful in teaching spelling. With Micmac, however, we have designed the game to teach much more than just spelling, this being relatively simple. We have modified the rules of the game to allow you to make more extensive use of the word-building processes (the morphology) which are very productive in Micmac. In other words, the game will reward the player who is adept at combining words and morphemes (meaningful parts of words) into new words by making the required adjustments (morphophonemics.) For example, a player may form the word wàgw, meaning 'louse' on the scrabble board. The next player may modify that word by changing the w to a u, and adding g giving wàgug, meaning 'lice'. The w to u change is one which has to be made in pluralizing the word wàgw, and the second player, by being able to effect this change, would score on the full word wàgug. Another example will make this point even clearer. The word wesgey means 'I fish'. By adding the progressive morpheme, etêli-, and by effecting certain changes, a new word, etêliusgey, 'I'm fishing', can be formed. The player forming this new word would of course score high since he would be counting points for every letter in the new word.

The selection and valuation of letters for playing Micmac scrabble also needs mentioning. A frequency count was made of the letters that were found in a paragraph of approximately one hundred and twenty words.

Micmac Scrabble (Cont'd)

Those letters with a low frequency of occurence were given high values; those with a high frequency of occurence were given low values. They are as follows:

A_1 T_1 G_1 I_1 E_1 L_1 M_1 N_1
U_2 E_2 S_2 J_3 P_3 W_4 $\hat{G}_4$ $\grave{U}_5$
$\grave{A}_5$ $\grave{E}_5$ O_6 Y_6 $\grave{I}_7$ $'T_7$ $'S_8$ $'J_8$
$'G_9$ $'P_9$ $\grave{O}_9$

There are one hundred pieces (ninety-eight letters plus two blanks) which are given in the following quantities:

Six: A, T, G, I, E, L, M, N
Three: U, Ê, S, À, È, Ù, W, Ĝ
Four: J, P
Two: O, Ò, Ì, Y, 'P, 'T, 'G, 'J, 'S, BLANK

Since we could not supply a scrabble board along with this text, we gave you the possibility of making one. You will find this to be a very simple task involving no more than assembly work. In addition, since there was no word for "Scrabble" in Micmac. we gave that word a Micmac pronunciation, êsgêlapêl, and included a created-word to describe the game, gêlusuaĝan-milàsi, 'with words-I play'.

Micmac Scrabble (Cont'd)

Assembly:

(1) Cut out the two pages which make up the scrabble board and tape them together where the arrows indicate "join".

(2) Tape or glue the pages on a piece of cardboard the size of the game. This will give it rigidity.

(3) Cut out the page containing the scrabble letters and glue this to a thin piece of cardboard.

(4) Cut out each letter and place it in a small box.

You are now ready to play Micmac Scrabble.

RULES:

Any number of players (or teams) can play scrabble. Not more than four is ideal. The game consists of forming new words and/or interlocking words. Each letter has a value giving each word a total value. The winner is the one who gets the highest score by using his letters in combinations that give him the highest value. The game continues until the players run out of letters or cannot form any new words.

To Begin:

Turn all the letters face down and draw for first play. The player with the letter closest to the beginning of the alphabet will play first. Each player then draws seven letters with which to play.

Micmac Scrabble (Cont'd)

To Play:

1. The first player forms a word consisting of two or more letters and places it on the board so that one letter is on the center square. Words can only be placed on the board so that they read from left to right or from up to down. The player then records his score and draws as many letters as he has played.

2. The next players then, each in turn, add new letters to those already played to form new words. All letters must form complete words, cross-word fashion, and if they touch letters in adjacent rows, they must form complete words with all such letters.

3. New words may be formed by:

   a) Placing a word at right angles to and using letters in a word already on the board. For example:

```
  T
P A S Ê G
  P
  I
```

paseg	'only'
tapi	'bow'

   b) Adding one or more letters to a word already on the board. However, when the adding of letters to another word in part changes the other word, then the player may exchange the letters that change with his own letters and add on the new letters. For example if a person wanted to add *g* to *wàgw* 'louse', he could exchange the *w* for a *u* and then add *g* making *wàgug*, 'lice'.

Micmac Scrabble (Cont'd)

He would then procede to draw one new letter to maintain his stock of seven.

c) Placing a complete word parallel to a word already played so that adjoining letters also form complete words. For example:

```
U L A
    Ĝ O S P E M
```

All of the following are words:

ula	'this'
aĝ	'and'
ĝospem	'lake'

4. The two blanks may be used to represent any letter. Once a blank has been used for a letter, it may be exchanged for that letter thereby giving the player a blank.
5. Any player may use his turn to replace any or all of his seven letters at any time he so desires.
6. The play must continue until all the letters have been drawn and one of the players has used up all of his letters, or until all possible plays have been made.

To Score:

Total the value of each word a player has formed by recording his score after each turn. The player with the highest score wins.

Micmac Scrabble (Cont'd)

THE BOARD:

Squares on the board vary in value. "2" on the board stands for "two times"; "3" stands for "three times". "W" stands for "word"; "L" stands for "letter". "2W" therefore means "two times the word score"; "2L" similarly means "two times the letter score".

You will make it easier to recognize the different values of the squares on the board by color-coding them. You may wish to do this as follows:

3W	colour bright red
2W	colour strong yellow
3L	colour blue
2L	colour green

The following three pages contain your Micmac scrabble game. Assemble it as soon as possible and begin playing. You will be amazed at how much you will learn about Micmac. Gêlusuaĝan milà̃sitês.

Esgêlâpêl

join →

3W			2L				3W
	2W				3L		
		2W				2L	
2L			2W				2L
				2W			
	3L				3L		
		2L				2L	
3W			2L				* * 2W * *
		2L				2L	
	3L				3L		
				2W			
2L			2W				2L
		2W				2L	
	2W				3L		
3W			2L				3W

(Gêlusuaĝan - milâsi)

← join

			2L			3W
	3L				2W	
2L				2W		
			2W			2L
		2W				
	3L				3L	
2L				2L		
			2L			3W
2L				2L		
	3L				3L	
		2W				
			2W			2L
2L				2W		
	3L				2W	
			2L			3W

Gênugwatigêng (Letters)

A$_1$	A$_1$	A$_1$	A$_1$	A$_1$	A$_1$	T$_1$	T$_1$	T$_1$	T$_1$
T$_1$	T$_1$	G$_1$	G$_1$	G$_1$	G$_1$	G$_1$	G$_1$	I$_1$	I$_1$
I$_1$	I$_1$	I$_1$	I$_1$	E$_1$	E$_1$	E$_1$	E$_1$	E$_1$	E$_1$
L$_1$	L$_1$	L$_1$	L$_1$	L$_1$	L$_1$	M$_1$	M$_1$	M$_1$	M$_1$
M$_1$	M$_1$	N$_1$	N$_1$	N$_1$	N$_1$	N$_1$	N$_1$	U$_2$	U$_2$
U$_2$	Ê$_2$	Ê$_2$	Ê$_2$	S$_2$	S$_2$	S$_2$	J$_3$	J$_3$	J$_3$
J$_3$	P$_3$	P$_3$	P$_3$	P$_3$	À$_5$	À$_5$	À$_5$	È$_5$	È$_5$
È$_5$	Ù$_5$	Ù$_5$	Ù$_5$	W$_4$	W$_4$	W$_4$	Ĝ$_4$	Ĝ$_4$	Ĝ$_4$
O$_6$	O$_6$	Ò$_6$	Ò$_6$	Ì$_7$	Ì$_7$	’P$_9$	’P$_9$	’T$_7$	’T$_7$
’G$_9$	’G$_9$	’J$_8$	’J$_8$	’S$_8$	’S$_8$	Y$_6$	Y$_6$	blank	blank

VERBS

The listings of transitive and intransitive verbs ven on the following pages are not intended to be haustive. They are representative of some of the more mmon verb classes in Micmac. By studying the paradigms esented here, the student of Micmac can learn how to entify verb stems and from these construct the forms und in the paradigms as well as many others not listed ere.

INTRANSITIVE VERBS *

Intransitive verb stems can be identified by pping the second person -n or -ên from the second son verb form. For example:

majàsin	you're leaving
majàsi-	Stem: 'to leave'
pegisinn	you arrive
pegisin-	Stem: 'to arrive'
alàmên	you swim, paddle
alàm-	Stem: 'to swim'
netawen	you are able to talk
netawe-	Stem: 'to be able to talk'
netaweyn	you are clever
netawey-	Stem: 'to be clever'

For extensive listings of transitive and intransitive verb paradigms, see J.L. Fidelholtz, Micmac Morphophonemics, 1963, M.I.T. doctoral dissertation. Intransitive verb types and subtypes begin on page 512; transitive verb classes on page 582.

In order to be certain that you have the correct verb stem, there are certain "tests" that can be performe Such tests are crucial for verbs which are very similar such as those of 4 and 5: netawe- and netawey-. The most revealing forms for these tests are usually with first person verb forms other than the first person indicati

Verb Stems:		
	netawe-	'to be able to talk'
	netawey-	'to be clever'

First Person Indicative Present:

netawey	I am able to talk
netaweyy	I am clever

Note how similar these forms are and how easy it is to confuse them without the following tests:

Test 1: Indicative Past

netawàp	I was able to talk
netaweyyap	I was clever

Test 2: Negative Indicative

mu netawew	I am not able to talk
mu netaweyu	I am not clever

Test 3: Indicative Future

êntawàs	I will be able to talk
êntaweyyàs	I will be clever

Test 4: Present Subjunctive

êntawàn	if I am able to talk
êntaweyyan	if I am clever

Test 5: Imperative

êntawa	learn (be able) to talk
êntaweyèn (also: êtaweyyèn)	be clever

There are still other tests which can be performed n establishing verb stems. For example, note how the hird person indicative present differs in the following:

.		
.	nestuet	he is able to talk
	nestuèg	he is clever

Only a few of the tests suffice to establish whether r not you have an *e-* verb as in *nestue-*, or an *ey-* verb s in *nestuey-*.

Let us assume that you are only a beginning learner f Micmac and have heard *weleyy*, 'I'm fine', and *wegayy*, I'm angry' in normal or fast speech. Consequently, you re not certain if the form is *weley* (stem: *wele-*) or *eleyy* (stem: *weley-*). Similarly you are not sure if the orm is *wegay* (stem: *wegà-*), or *wegayy* (stem: *wegay-*). ou therefore ask a native speaker of Micmac for the tenses nd modes stated in tests 1-5.

est 1: Past

weleyyap	I was fine
wegayyap	I was angry

You really would not have to test any further since early the stems have to be *weley-* and *wegay-*. However, nce you want to be absolutely certain, you run the verb rough the remaining tests:

st 2: Negative

mu weleyu	I'm not fine
mu wegayu	I'm not angry

st 3: Future

uleyyàs	I will be fine
ugwayyàs	I will be angry

Test 4: Imperative

uleyẽn (or uleyyẽn)	be fine (well)
ugwayẽn (or ugwayyẽn)	be angry

Test 5: Subjunctive

uleyyan	if I'm fine
uggwayyan	if I'm able to talk

There is now no longer any doubt as to what the stems are for weleyy, 'I'm fine' and wegayy. 'I'm angry'. Clearly, the stems for these two verbs are weley- and wegay-. Note also, that these stems could have been readi established from the second person verbs weley + n and wegay + n.

The following paradigms are representative of the major verb classes of Micmac. * Many sub-classes could be added. These however, are deriveable by rule from the principal verb classes. For example, verbs ending in ã- could be listed as a subclass of a-verbs. Hence al'jãy, 'I'm staggering' could fall in a subclass of a-verbs such as amalgay, 'I dance'. These two verbs differ only in minor ways when comparing their paradigms. For example, before a morpheme boundary and l, an ã changes to an õ. As a result of this, we find the following phonological differences:

---

* These "major" verb classes could further be reduced in number. They are presented as such in this text for teaching purposes.

7.	amalgal'tīgw	we, plur,inc, dance
	al'jòltīgw	we, plur,inc, stagger
8.	amalgal'tieg	we, plur,exc, dance
	al'jòltieg	we, plur,exc, stagger
9.	amalgal'tioĝ	you, plur, dance
	al'jòltioĝ	you, plur, stagger
0.	amalgal'tijig	they, plur, dance
	al'jòltijig	they, plur, stagger

a- Verbs

Stem: amalga- 'to dance'

Present		Negative
amalgay	I	mu amalgaw
amalgan	you	mu amalgawn
amalgat	he	mu amalgagw
amalgaygw	we,dual,inc.	mu amalgaggw
amalgal'tĩgw	we,plur,inc.	mu amalgal'tiggw
amalgayeg	we,dual,exc.	mu amalgaweg
amalgal'tieg	we,plur,exc.	mu amalgal'tiweg
amalgayoĝ	you,dual	mu amalgawoĝ
amalgal'tioĝ	you,plur.	mu amalgal'tiwoĝ
amalgajig	they,dual	mu amalgãgw
amalgal'tijig	they,plur.	mu amalgal'tĩgw

Past		Future
amalgàp	I	amalgayàs (also: ama
amalgàtêp	you	amalgates
amalgap	he	amalgatew
amalgaygup	we dual,inc.	amalgatesênu
amalgal'tĩgup	we,plur,inc.	amalgal'tultitesên
amalgayegêp	we,dual,exc.	amalgatesênên
amalgal'tiegêp	we,plur,exc.	amalgal'tultitesên
amalgayoĝop	you,dual	amalgatoĝsêp
amalgal'tioĝop	you,plur.	amalgal'tultitoĝsê
amalgapênig	they,dual	amalgataĝ
amalgal'tipênig	they,plur.	amalgal'tultitaĝ

Imperative		Imperative Negativ
amalga	singular	mut amalgaw
amalgal'tigw	plural	mut amalgal'tinew

ay- Verbs

Stem: wegay- 'to be angry'

Present		Negative
wegayy	I	mu wegayu
wegayn	you	mu wegayùn
wegay'g	he	mu wegayug
wegayùg	we,dual,inc.	mu wegayugg
wegayultìgw	we,plur,inc.	mu wegayultigw
wegayyeg	we,dual,exc.	mu wegayyweg
wegayultieg	we,plur,exc.	mu wegayultiweg
wegayyoĝ	you,dual	mu wegayywoĝ
wegayultioĝ	you,plur.	mu wegayultiwoĝ
wegay'gig	they,dual	mu wegayùg
wegayultijiĝ	they,plur.	mu wegayultìgw

Past		Future
wegayyap	I	uggwayyas
wegayùtêp	you	uggway'tes
wegay'gêp	he	uggway'tew
wegayùgêp	we,dual,inc.	uggway'tesênu
wegayultìgup	we,plur,inc.	uggwayultitesênu
wegayyegêp	we,dual,exc.	uggway'tesênên
wegayultiegêp	we,plur,exc.	uggwayultitesênen
wegayyoĝop	you,dual	uggway'toĝsêp
wegayultioĝop	you,plur.	uggwayultitoĝsêp
wegay'gêpênig	they,dual	uggway'tag
wegayultipênig	they,plur.	uggwayultitaĝ

Imperative		Imperative Negative
uggwayèn	singular	mut uggwayu
uggwayultigw	plural	mut uggwayultinew

ey- Verbs

Stem: nestuey- 'to be wise'

Present		Negative
nestueyy	I	mu nestueyu
nestueyn	you	mu nestueyùn
nestuèg	he	mu nestueygw
nestueyyùg	we,dual,inc.	mu nestueyùgw
nestuòltîgw	we,plur,inc.	mu nestuòltiggw
nestueyyeg	we,dual,exc.	mu nestueyweg
nestuòltieg	we,plur exc.	mu nestuòltiweg
nestueyyoĝ	you,dual	mu nestueywoĝ
nestuòltiog	you,plur.	mu nestuòltiwoĝ
nestuègig	they,dual	mu nestueygwig
nestuòltijig	they,plur.	mu nestuòltîgw

Past		Future
nestueyap	I	ênsêtueyàs
nestueyùtêp	you	ênsêtuètes
nestuègêp	he	ênsêtuètew
nestueyyùgêp	we,dual,inc.	ênsêtuètesênu
nestuòltîgup	we,plur,inc.	ênsêtuòltitesênu
nestueyyegêp	we,dual exc.	ênsêtuètesênen
nestuòltiegêp	we,plur,exc.	ênsêtuòltitesênen
nestueyyoĝop	you,dual	ênsêtuètoĝsêp
nestuòltioĝop	you,plur	ênsêtuòltitoĝsêp
nestuègêpênig	they.dual	ênsêtuètaĝ
nestuòltipênig	they,plur.	ênsêtuòltitaĝ

Imperative		Imperative Negative
ênsêtueyyèn	singular	mut ênsêtueyu
ênsêtuòl'tigw	plural	mut ênsêtuòltinew

e- Verbs

Stem: nestue- 'to understand'

Present		Negative
nestuey	I	mu nestuew
nestuen	you	mu nestuewn
nestuet	he	mu nestuegw
nestueygw	we,dual,inc	mu nestueggw
nestuàtīgw	we,plur,inc.	mu nestuàtiggw
nestueyeg	we,dual,exc.	mu nestueweg
nestuàtieg	we,plur.exc.	mu nestuàtiweg
nestueyoĝ	you,dual	mu nestuewoĝ
nestuàtioĝ	you,plur.	mu nestuàtiwoĝ
nestuejig	they,dual	mu nestuègw
nestuàtijig	they,plur.	mu nestuàtīgw

Past		Future
nestuàp	I	ênsêtuàs
nestuètêp	you	ênsêtuetes
nestuep	he	ênsêtuetew
nestuègup	we,dual,inc.	ênsêtuetesênu
nestuàtīgup	we,plur,inc.	ênsêtuettesênu
nestueyegêp	we,dual,exc.	ênsêtuetesênen
nestuàtiegêp	we,plur,exc.	ênsêtuettesênen
nestueyoĝop	you,dual	ênsêtuetoĝsêp
nestuàtioĝop	you.plur.	ênsêtuettoĝsêp
nestuepênig	they,dual	ênsêtuetaĝ
nestuàtipênig	they,plur.	ênsêtuettaĝ

Imperative		Imperative Negative
ênsêtua	singular	mut ênsêtuew
ênsêtêmùtigw	plural	mut ênsêtêùtênew

i- Verbs

Stem: getgun- 'to sleep over'

Present		Negative
getguni	I	mu getguniw
getgunin	you	mu getguniwn
getgunit	he	mu negtunigw
getgunîgw	we,dual,inc.	mu getguniggw
getgunultîgw	we,plur,inc.	mu getgunultiggw
getgunieg	we,dual,exc.	mu getguniweg
getgunultieg	we,plur,exc.	mu getgunultiweg
getgunioĝ	you,dual	mu getguniwoĝ
getgunultioĝ	you,plur.	mu getgunultiwoĝ
getgunijig	they.dual	mu getgunîgw
getgunultijig	they,plur.	mu getgunultîgw

Past		Future
getguniap	I	êgtuguniàs
getgunîtêp	you	êgtugunites
getgunip	he	êgtugunitew
getgunîgup	we,dual,inc.	êgtugunitesênu
getgunultîgup	we,plur,inc.	êgtugunultitesênu
getguniegêp	we,dual,exc.	êgtugunitesênen
getgunultiegêp	we,plur.exc.	êgtugunultitesêne
getgunultioĝop	you,dual	êgtugunitoĝsêp
getgunultioĝop	you,plur.	êgtugunultitoĝsêp
getgunipênig	they,dual	êgtugunitaĝ
getgunultipênig	they,plur.	êgtugunultitaĝ

Imperative		Imperative Negati
êgtuguni	singular	mut êgtuguniw
êgtugunultigw	plural	mut êgtugunultine

u- Verbs

Stem: welmêtu- 'to be kind'

Present		Negative
welmêtu	I	mu welmêtu
welmêtȗn	you	mu welmêtȗn
welmêtoĝ	he	mu welmêtug
welmêtȗg	we,dual,inc.	mu welmêtugg
welmêtȗtīgw	we,plur,inc.	mu welmêtȗtiggw
welmêtueg	we,dual,exc.	mu welmêtueg
welmêtȗtieg	we,plur,exc.	mu welmêtȗtiweg
welmêtuoĝ	you,dual	mu welmêtuoĝ
welmêtȗtioĝ	you,plur.	mu welmêtȗtiwoĝ
welmêtoĝig	they,dual	mu welmêtȗgw
welmêtȗtijig	they,plur.	mu welmêtȗtīgw

Past		Future
welmêtuap	I	ulmêtuâs
welmêtȗtêp	you	ulmêtutes
welmêtoĝop	he	ulmêtutew
welmêtȗgêp	we,dual,inc	ulmêtutesênu
welmêtultiegêp	we,plur,inc.	ulmêtȗttesênu
welmêtuegêp	we,dual,exc.	ulmêtutesênen
welmêtȗtiegêp	we,plur,exc.	ulmêtȗttesênen
welmêtuoĝop	you,dual	ulmêtutoĝsêp
welmêtȗtioĝop	you,plur.	ulmêtuttoĝsêp
welmêtoĝopênig	they,dual	ulmêtutaĝ
welmêtȗtipênig	they,plur.	ulmêtȗtitaĝ

Imperative		Imperative Negative
ulmêtu	singular	mut ulmêtu
ulmêtȗtigw	plural	mut ulmêtȗtinew

1- Verbs

Stem: etêlatal- (etêl + atal-) 'to be eating'

Present		Negative
etêlatal	I	mu etêlatalu
etêlatann (etêlatal + n)	you	mu etêlatalũn
etêlatalg	he	mu etêlatalug
etêlatalũg	we,dual,inc.	mu etâlataluggw
etêlatalultĩgw	we plur,inc.	mu etêlatalultiggw
etêlataleg	we,dual,exc	mu etêlatalueg
etêlatalultieg	we.plur,exc	mu etêlatalultiweg
etêlataloĝ	you,dual	mu etêlataluoĝ
etêlatalultioĝ	you,plur.	mu etêlatalultiwoĝ
etêlatalgig	they,dual	mu etêlatalũgw
etêlatalultijig	they,plur.	mu etêlatalultĩgw

Past		Future
etêlatalap	I	têlatalàs
etêlatalũtêp	you	têlataltes
etêlatalgêp	he	têlataltew
etêlatalũgup	we,dual,inc.	têlataltesênu
etêlatalultĩgup	we,plur,inc.	têlatalultitesênu
etêlatalegêp	we,dual,exc.	têlataltesênen
etêlatalultiegêp	we,plur,exc	têlatalultitesênen
etêlataloĝop	you,dual	têlataltoĝsêp
etêlatalultioĝop	you,plur.	têlatalultitoĝsêp
etêlatalgêpênig	they,dual	têlataltaĝ
etêlatalultipênig	they,plur.	têlatalultitaĝ

Imperative		Imperative Negativ
têlatalèn	singular	mut têlatalu
têlatalultigw	plural	mut têlatalultinew

- Verbs

em: alàm- 'to swim, paddle'

Present		Negative
alàm	I	mu alãmu
alãmên	you	mu alãmũn
alãĝ	he	mu alãmug
alãmũg	we,dual,inc	mu alãmugg
alãmũtĩgw	we,plur,inc.	mu alãmũtiggw
alãmeg	we,dual,exc.	mu alãmueg
alãmũtieg	we,plur.exc.	mu alãmũtiweg
alãmoĝ	you,dual	mu alãmuoĝ
alãmũtioĝ	you,plur.	mu alãmũtiwoĝ
alãĝig	they,dual	mu alãmũg
alãmũtijig	they,plur.	mu alãmũtĩgw

Past		Future
alãmap	I	alãtes
alãmũtêp	you	alãtes
alãĝap	he	alãtew
alãmũgup	we,dual,inc.	alãtesênu
alãmũtĩgup	we,plur,inc	alãmũtitesênu
alãmegêp	we,dual,exc.	alãtesênen
alãmũtiegêp	we,plur,exc	alãmũtitesênen
alãmoĝop	you,dual	alãtoĝsêp
alamũtioĝop	you,plur.	alãmũtitoĝsêp
lãĝapênig	they,dual	alãtaĝ
lãmũtipênig	they,plur.	alãmũtitaĝ

mperative		Imperátive Negative
lãèn	singular	mut alãmu
lãmũtigw	plural	mut alãmũtinew

n- Verbs

Stem: pegisin- 'to arrive'

Present		Negative
pegisin	I	mu pegisinu
pegisinŋ	you	mu pegisinũn
pegising	he	mu pegisinug
pegisinũg	we,dual,inc.	mu pegisinugg
pey'tàygw	we,plur,inc.	mu pey'tàggw
pegisineg	we,dual,exc.	mu pegisiǹueg
pey'tàyeg	we,plur,exc.	mu pay'tàweg
pegisinoĝ	you,dual	mu pegisinuoĝ
pey'tàyoĝ	you,plur.	mu pey'tàwoĝ
pegisingig	they,dual	mu pegisinũg
pey'tàjig	they,plur.	mu pey'tàgwig

Past		Future
pegisinap	I	êpg[illegible]sintes
pegisinũtêp	you	êp[illegible]sintes
pegisingêp	he	ê[illegible]sintew
pegisinũgêp	we,dual.inc.	êp[illegible]isintesênu
pey'tàygup	we,plur,inc	pey'tàtesênu
pegisinegêp	we,dual,exc.	êpgisintesênen
pey'tàyegêp	we,plur,exc.	pey'tàtesênen
pegisinoĝop	you,dual	êpgisintoĝsêp
pey'tàyoĝop	you,plur.	pey'tàtoĝsêp
pegisingêpênig	they,dual	êpgisintaĝ
pey'tàpênig	they,plur	pey'tàtaĝ

Imperative		Imperative Negativ
êpgisinèn	singular	mut êpgisinu
pey'tàgw	plural	mut pey'tànew

ā̀si- Verbs

Stem: majā̀si- 'to leave'

Present		Negative
majā̀si	I	mu majā̀siw
majā̀sin	you	mu majā̀siwn
majā̀sit	he	mu majā̀sigw
majā̀tīgw	we.dual,inc.	mu majā̀tiggw
may'tā̀ygw	we,plur,inc	mu may'tā̀ggw
majā̀tieq	we,dual,exc.	mu majā̀tiweg
may'tā̀yeg	we,plur,exc.	mu may'tā̀weg
majā̀tioĝ	you,dual	mu majā̀tiwoĝ
may'tā̀yoĝ	you,plur.	mu may'tā̀woĝ
majā̀tijig	they,dual	mu majā̀tīgw
may'tā̀jig	they,plur.	mu may'tā̀gwig

Past		Future
majā̀siap	I	majā̀siā̀s
majā̀sītêp	you	majā̀sites
majā̀sip	he	majā̀sitew
majā̀tīqup	we dual,inc.	majā̀ttesênu
may'tā̀ygup	we,plur,inc.	may'tā̀tesênu
majā̀tiegêp	we,dual,exc.	majā̀ttesênen
may'tā̀yegêp	we,plur,exc.	may'tā̀tesenen
majā̀tioĝop	you,dual	majatitoĝsêp
may'tā̀yoĝop	you,plur.	may'tā̀toĝsêp
majā̀tipênig	they,dual	majā̀ttaĝ
may'tā̀pêniq	they,plur.	may'tā̀taĝ

Imperative		Imperative Negative
majā̀si	singular	mut majā̀siw
may'tā̀gw	plural	mut may'tanew

TRANSITIVE VERBS

The stems of transitive verbs can best be determined from a combined I/he pronoun such as in nemìg, 'I see him'. A dropping of the final -g, -ĝ, or êg will leave you with the stem. In this case, this is nemî-. Usually, by adding -têm with morphophonemic adjustments, the transitive inanimate stem can be obtained (see lesson 19, N.S,). Carefully study the following transitive verb paradigms: *

---

* These transitive verb classes can be reduced to only a few major classes with subclasses obtained by rule. The same applies to intransitive verbs. For practical reasons, they are listed as separate classes.

a- Verbs

Stem: apoĝonma- 'to help someone'

Present		Negative
apoĝonmaĝ	I/him	mu apoĝonmuaĝ
apoĝonmat	you/him	mu apoĝonmuawt
apoĝonmuatêl	he/him	mu apoĝonmuàtigul
apoĝonmugg	we,inc/him	mu apoĝonmuaggw
apoĝonmaĝatt	we,exc/him	mu apoĝonmuaĝatt
apoĝonmuoĝ	you,plur/him	mu apoĝonmuawoĝ
apoĝonmuàtitêl	they/him	mu apoĝonmuàtigul

Past		Future
apoĝonmaĝap	I/him	apoĝonmuàs
apoĝonmatêp	you/him	apoĝonmuates
apoĝonmuapênn	he/him	apoĝonmuatal
apoĝonmuggup	we,inc/him	apoĝonmuatesênu
apoĝonmaĝattêp	we,exc/him	apoĝonmuatesênen
apoĝonmuoĝop	you,plur/him	apoĝonmuatoĝsêp
apoĝonmuàtipênn	they/him	apoĝonmuàtital

Imperative		Imperative Negative
apoĝonmu	singular	mut apoĝonmuaw
apoĝonmug	plural	mut apoĝonmuanew

è- Verbs

Stem: mattḕ- 'to beat, master someone'

Present		Negative
mattèg	I/him	mu mattā̀ĝ
mattḕt	you/him	mu mattā̀w
mattā̀têl	he/him	mu mattā̀gul
mattṑĝĝ	we,inc/him	mu mattā̀ggw
mattègett	we,exc/him	mu mattā̀ĝatt
mattṑĝ	you,plur/him	mu mattā̀woĝ
mattā̀titêl	they/him	mu mattā̀tigul

Past		Future
mattègêp	I/him	mattā̀tes
mattètêp	you/him	mattā̀tes
mattàpênn	he/him	mattā̀tal
mattòggup	we,inc/him	mattā̀tesênu
mattègêttêp	we,exc/him	mattā̀tesênen
mattòĝop	you,plur/him	mattā̀toĝsêp
mattā̀tipênn	they/him	mattā̀tital

Imperative		Imperative Negati
matta	singular	mut mattā̀w
mattṑĝ	plural	mut mattā̀new

ī- Verbs

Stem: nemī- 'to see someone'

Present		Negative
nemīg	I/him	mu nemiaĝ
nemīt	you/him	mu nemiawt
nemiatêl	he/him	mu nemiagul
nemùgg	we,inc/him	mu nemiaggw
nemīgêtt	we,exc/him	mu nemiaĝatt
nemioĝ	you,plur/him	mu nemiawoĝ
nemiàtitêl	they/him	mu nemiàtigul

Past		Future
nemīgêp	I/him	nêmiàs
nemītêp	you/him	nêmiates
nemiapênn	he/him	nêmiatal
nemùggup	we,inc/him	nêmiatesênu
nemīgêttêp	we,exc/him	nêmiatesênen
nemioĝop	you,plur/him	nêmiatoĝsêp
nemiàtipênn	they/him	nêmiàtital

Imperative		Imperative Negative
nêmi	singular	mut nêmiaw
nêmùg	plural	mut nêmianew

1- Verbs

Stem: gesal- 'to love someone'

Present		Negative
gesalg	I/him	mu gesalaĝ
gesalt	you/him	mu gesalawt
gesalatêl	he/him	mu gesalagul
gesalugg	we,inc/him	mu gesalaggw
gesalgêtt	we,exc/him	mu gesalaĝatt
gesaloĝ	you,plur/him	mu gesalawoĝ
gesalằtitêl	they/him	mu gesalằtigul

Past		Future
gesalgêp	I/him	êgsalằs
gesaltêp	you/him	êgsalates
gesalapênn	he/him	êgsalatal
gesaluggêp	we,inc/him	êgsalatesênu
gesalgêttêp	we,exc/him	êgsalatesênen
gesaloĝop	you,plur/him	êgsalatoĝsêp
gesalằtipênn	they/him	êgsalằtital

Imperative		Imperative Negativ
êgsal	singular	mut êgsalaw
êgsalug	plural	mut êgsalanew

- Verbs

tem: taĝam- 'to hit someone'

Present		Negative
taĝamg	I/him	mu taĝamaĝ
taĝamt	you/him	mu taĝamawt
taĝamatêl	he/him	mu taĝamagul
taĝamugg	we,inc/him	mu taĝamaggw
taĝamêgêtt	we,exc/him	mu taĝamaĝatt
taĝamoĝ	you,plur/him	mu taĝamawoĝ
taĝamàtitêl	they/him	mu taĝamàtigul

Past		Future
taĝamgêp	I/him	êtĝamàs
taĝamtêp	you/him	êtĝamates
taĝamapênn	he/him	êtĝamatal
taĝamuggup	we,inc/him	êtĝamatesênu
taĝamgêttêp	we,exc/him	êtĝamatesênen
taĝamoĝop	you,plur/him	êtĝamatoĝsêp
taĝamàtipênn	they/him	êtĝamàtital

Imperative		Imperative Negative
êtĝam	singular	mut êtĝamaw
êtĝamug	plural	mut êtĝamanew

g- Verbs

Stem: temsaĝ- 'to partition him (something animate in ge

Present		Negative
temsaĝĝ	I/him	mu temsaĝaĝ
temsaĝt	you/him	mu temsaĝawt
temsaĝatêl	he/him	mu temsaĝaĝul
temsaĝugg	we,inc/him	mu temsaĝaggw
temsaĝagêtt	we,exc/him	mu temsaĝaĝatt
temsaĝoĝ	you,plur/him	mu temsaĝawoĝ
temsaĝàtitêl	they/him	mu temsaĝàtigul

Past		Future
temsaĝaĝap	I/him	têmsaĝâs
temsaĝatêp	you/him	têmsaĝates
temsaĝapênn	he/him	têmsaĝatal
temsaĝugggêp	we,inc/him	têmsaĝatesênu
temsaĝaĝêttêp	we,exc/him	têmsaĝatesênen
temsaĝaĝop	you,plur/him	têmsaĝatoĝsêp
temsaĝàtipênn	they/him	têmsaĝàtital

Imperative		Imperative Negativ
têmsaĝ	singular	mut têmsaĝaw
têmsaĝug	plural	mut têmsaĝanew

eya- Verbs

Stem: angweya- 'to take care of someone'

Present		Negative
angweyaĝ	I/him	mu angweywaĝ
angweyat	you/him	mu angweywawt
angweywatêl	he/him	mu angweywagul
angweyugg	we inc/him	mu angweywaggw
angweyaĝatt	we,exc/him	mu angweywaĝatt
angweywoĝ	you,plur/him	mu angweywawoĝ
angweywàtitêl	they/him	mu angweywàtigul

Past		Future
angweyaĝap	I/him	angweywàs
angweyatêp	you/him	angweywates
angweywapênn	he/him	angweywatal
angweyuggup	we,inc/him	angweywatesênu
angweyaĝattêp	we,exc/him	angweywatesênen
angweywoĝop	you,plur/him	angweywatoĝsêp
angweywàtipênn	they/him	angweywàtital

Imperative		Imperative Negative
angweyu	singular	mut angweywaw
angweyug	plural	mut angweywanew

w- Verbs

Stem: ewige- 'to build somebody a house'

Present		Negative
ewîgewg	I/him	mu ewîgewaĝ
ewigewt	you/him	mu ewîgewawt
ewîgewatêl	he/him	mu ewîgewagul
ewîgewugg	we,inc/him	mu ewîgewaggw
ewîgewgêtt	we,exc/him	mu ewîgewaĝatt
ewîgewoĝ	you,plur/him	mu ewîgewawoĝ
ewigewàtitêl	they/him	mu ewîgewàtigul

Past		Future
ewîgewgêp	I/him	wîgewàs
ewîgewtêp	you/him	wîgewates
ewîgewapênn	he/him	wîegewatal
ewîgewuggup	we,inc/him	wîgewatesênu
ewigewgêttêp	we,exc/him	wîgewatesênen
ewîgewoĝop	you,plur/him	wîgewatoĝsêp
ewîgewàtipênn	they/him	wîgewàtital

Imperative		Imperative Negative
wîgew	singular	mut wîgewaw
wîgewug	plural	mut wîgewanew

Bibliography

Assiniwi, Bernard, Indian Recipes, the Copp Clark Publishing Co., 1962.

Bailey, Alfred G., The Conflict of Eastern Algonkian Cultures 1504-1700, Publications of the New Brunswick Museum, Saint John, New Brunswick, 1937.

Fidelholtz, James L., Micmac Morphophonemics, M.I.T. doctoral dissertation, 1968.

Fidelholtz, James L., Some Considerations in Developing an Orthography for the Micmac Language, Proceedings of the VII Algonquian Conference, 1976, National Museum of Canada Mercury Series.

Hill, Kay, More Glooscap Stories, McClelland and Stewart Ltd, Toronto/Montreal, 1970.

Hoffman, Bernard G., The Historical Ethnography of the Micmac of the Sixteenth and Seventeenth Centuries, University of California Doctoral Dissertation, Deposited in Library on July 22, 1955.

Pacifique, Rév. P., Leçons Grammaticales Théoriques et Pratiques de la Langue Micmaque, Bureau du Messager Micmac, Ste-Anne de Restigouche, P.Q., 1939.

Pentland, D.H., Ellis, C.D., Simpson, C.A., Wolfart, H.C., A Bibliography of Algonquian Linguistics, Number 11 in "University of Manitoba Anthropology Papers", Winnipeg Manitoba, Sept. 1974.

Rand, Silas T., Dictionary of the Language of the Micmac Indians, Nova Scotia Printing Company, Halifax, N.S., 1888.

INDEX

Adjectival verbs and affixes: p 115-118, 181
Adverbs: p 287
Agreement: p 134-137, 143
Animacy: p 72-74, 125, 130-137
ali as a preverb: p 250
Aspect: p 253, 254, 283-287
Augmentatives: p 117, 118

Because clauses: p 362, 363, 377, 378
Benefactives: p 402, 403, 417-420
Birds: p 320, 321
Body Parts: p 190-192
Borrowed names: p 71
Bound nouns: p 372
Bound pronouns: p 66, 67, 154-156
Bound verbs: p 371
Bracketing: p 283, 289, 420, 421

Classifying verbs: p 482-491
Clothing terms: p 184, 185, 244, 245
Colloquial usage: p 371
Color Terms: p 192-194, 197, 198, 244-246

Combined pronoun: p 418, 474-481

Comparing Technique: p 38

Complex sentences: p 281-283, 288, 289

Comparative Degree: p 220, 398

Complement infinitives: p 364-366, 380-383, 401

Conditional: p 241, 468-471, 440-444, 448-450

Conjoined clauses: p 281, 404

Contrastive form: p 360-362, 372-375

Coordination: p 404, 420-423

Copula: p 98, 297, 373

Definiteness: p 221, 222, 227

Definitizer na : p 228

Demonstratives: p 23, 219, 226, 227

Dictionary entries: p 483-491

Diminutives: p 117, 118, 148, 149

Disjunctive clauses: p 281

Double objects: p 454-456, 485-488

Dual: p 52, 53, 47, 48, 84-86, 102, 120, 123

Dual-Plural Neutralization: p 198, 199

Exclusive: p 95-97

Existentials: p 400, 416

French-associated terms: p 70

Fricativization: p 20

Future tense: p 100, 357-360, 362-364, 375-377

Gender: p 72-74 Also, see "animacy"

Generic plural: p 143

g-t alternation: p 35, 154-156

Illnesses, names of: p 440-442

Immediate Future: p 375

Immediate Past: p 321-324, 333-339

Imperative: p 243, 326-328, 339-341, 445-447, 471-473

Inanimate pronouns: p 98

Inclusive: p 95-97

Indicative: p 240

Infinitive: p 363, 364, 401, 417

Instrumental: p 378-380

Intensifiers: p 105, 109, 111

Interrogative past: p 108, 109, 113

Interrogation: p 13, 29, 88, 113, 114

Intransitive verbs: p 473, 487-491

Kinship terms: p 190

Labialization: p 157

Lexicallization: p 148

Loaned names: p 71

Locative *-g* and *eym* : p n26, 271, 400, 416

Locative *nàtèl* : p 110

Modes: p 254-256

Months: p 49, 53, 54

Morphemes: p 40

Morphophenemics: p 40, 284, 468

naji- : p 363, 364

Negation: p 11, 14, 20-22, 28, 35, 45, 46, 97, 326, 383

Negative *-tênug* with time statements: p 63, 64

Neutralization: p 199, 468, 486

Noun Phrase: p 421

Noun plurals: p 124, 125, 131, 132

Numerical conjunct, *jel* : p 122

Obviation: p 137, 150, 162-165, 200

Occupations: p 89, 91

oĝo clauses: p 362, 363, 377, 378

Orthography: pp (1)-(24), 6, 20, 104, 115, 133, 174, 175, 275, 415, 410

Passivization: p 456, 457, 488-491

Past tense: p 100, 107, 110, 113, 114, 145, 184-188, 333-339

Person Pronouns, free and bound: p 19, 20, 96-98

Person Pronoun, third person g-t: p 36

Place names: p 105

Plural: p 47, 48, 52, 53, 72-74, 84-86, 102, 120, 123

Position-switching: p 488-491

Possessed nouns: p 160, 161, 186, 187, 189-192, 200, 201

Possessive Pronouns: p 47, 99, 144, 147, 148, 157-161, 198-202

Prepositional phrase: p 418

Preverbs: p 113, 142, 250, 253, 270, 283-287

Progressive etêli : p 85, 100, 113, 212

Pronouns bound, 1st, 2nd, 3rd: p 66, 67, 154-156

Reciprocals: p 479-481

Reflexives: p 443-445, 448-450, 479-481

Relativization: p 227-229, 281-283, 288, 289

Restrictive and non-restrictive clauses: p 229

Segmentation: p 15, 39

Simple infinitive: p 417

Stem: p 36, 37, 473-475

Stem-changing verbs: p 341, 342, 369, 442-447

Subjunctive: p 241

Subordinate clauses: p 281, 282, 288

Superlative degree: p 220, 398, 469-471

Surface bracketing: p 283

Syntax: p 281

tal-, *tel-* in questions and answers: p 84, 85, 101

Tag questions: p 448-450

tàn clauses: p 228, 229, 281-283, 288

Tense: p 253

Time Adverbials *gìs* and *mè menaĝ* : p 64, 65

Time Periods: p 61, 62

Transitivity shift: p 487-489

Tree names: p 239, 246, 251, 252

Unspecified future: p 375-377

Unspecified past: p 324, 325, 333-339

Verbalizer, *-ema-* : p 38, *-ewègey* : p 130

Vowel harmony: p 114, 155

Vowel lengthening: p 275

Water-dwellers: p 355, 356

Wh-questions: p 215, 216

Word-building processes: p 53, 250

Word-creation: p 74

Tape Contents

Cassette 1 (conversation, variants, phrases, stories, etc.)
Side 1: Lesson 1, IC - 1 - 7M - 4
Side 2: Lesson 7, 7M - 5 - 12M - 7

Cassette 2
Side 1: lesson 12, 12C - 2 - 15C - 2
Side 2: Lesson 15, 15C - 3 - 17C - 2

Cassette 3
Side 1: Lesson 17, 17C -3 -19M - 4
Side 2: Lesson 19, 19C -2 -20 - III

Cassette 4 (Excercise)
Side 1: Lesson 1, IE - 1 - 6E - 5
Side 2: Lesson 6, 6E - 6 - 9E - 7

Cassette 5
Side 1: Lesson 9, 9E - 8 - 12E - 10
Side 2: Lesson 13, 13E - 1 - 16E - 3

Cassette 6
Side 1: Lesson 16, 16E - 4 - 18E - 9
Side 2: Lesson 19, 19E - 1 - 19E - 15

Cassette 7 (Reading, Writing, and orthography)
Side 1: Reading and Writing
The Micmac Orthography
Side 2: __________

Gesalaji-mitîsg aĝ Mêniguigtug etêlugejig

The authors (Metallic and Delisle) at work